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ABSTRACT

Four of the 10 papers in this collection are presented in the original language, i.e., either French or German, and English translations are provided for two of them. The papers are: (1) "UAP (Universal Availability of Publications) and Its Relation to Research and Education" (Maurice B. Line); (2) "Zehn Jahre IFLA-Abteilung Ausbildung und Forschung = Ten Years of the Division of Education and Research) (Paul Kaegbein); (3) "La culture orale et les bibliotheques (Oral Culture and Libraries)" (Raphael Ndiaye) (in French only); (4) "Bibliotheks-und Buchgeschichte als Teil der Bibliotheksforschung und Geschichtswissenschaft: Ein Uberregionales Forderungsprogramm (Library and Book History as a Part of Library Research and the Science of History: An Interregional Promotional Program)" (Joachim-Felix Leonhard) (in German only); (5) "Des Geschichte der IFLA als Forschungsgegenstand-Herausforderung und Verpflichtung = The History of IFLA as a Research Theme: Challenge and Commitment" (Klaus Plotz); (6) "Scholarly Writing and Desktop Publishing" (Michael D. R. Lougee); (7) "IFLA and Professional Communication" (Roland Hjerppe); (8) "Brief Summary on the Bibliothecological Researches in Cuba" (Marta Terry); (9) "Education and Research in Preservation and Conservation" (Josephine Riss Fang); and (10) "Computer Networks as a Publication Medium: Implications for Libraries" (Roland Hjerppe). (MES)

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& GENERAL CONFERENCE
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Division of Education and Research

SECTION ON THEORY AND RESEARCH

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British Library Boston Spa UK

Zehn Jahre IFLA-Abteilung Ausbildung und Forschung *(46-THEOR-1-G)*
Paul Kaegbein
Universität zu Köln
Bundesrepublik Deutschland

ROUND TABLE ON LIBRARY HISTORY

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Michael D R Lougee
University of Michigan
Ann Arbor USA

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UAP AND ITS RELATION TO RESEARCH AND EDUCATION

Maurice B. Line, *Director, IFLA International Programme for UAP, British Library (Science, Technology & Industry), Document Supply Centre, Boston Spa, UK*

ABSTRACT

UAP is a wide-ranging programme of action aimed at objectives that are central to librarianship. It needs to be based on clear and coherent planning. Refined research methodology would be inappropriate because of the scale of the issues involved and because it would take too long to produce actionable results. Research into UAP has therefore concentrated on the identification and analysis of alternative broad options for improved availability. There are many specific areas of UAP where research is still badly needed. In library education UAP, could be used to focus attention on objectives rather than techniques, and it could be a powerful intergrating force.

The Universal Availability of Publications programme holds out a bold and, if literally interpreted, unattainable ideal – that any publication, in whatever form, should be available to anyone who wants it, wherever and whenever it is wanted. But it is also intended to be a realistic and practical programme – availability needs to be, and can be, greatly improved nearly everywhere. UAP is a programme of action; and surely no objective or programme is more central to the nature of librarianship.

A programme of action is of no use – indeed, it may be harmful – if the action is not carefully thought out; and this is where research comes in. If there is one thing that is clear to me after working on UAP for over 10 years, it is not that librarians and others have not tried to improve availability, but that they have rarely gone about it in a sufficiently coherent, clearly thought out and planned way, or that planning has been done on too small a scale and in too narrow a context. At this point I should remind you that UAP is concerned not only with libraries of all types but also with publishers, booksellers and useres; not only with books and journals but with non-book media and other physical formats; not only with interlending but with acquisition and retention for the future; and with local, national and international availability. It is easy to see how by concentrating in one function or agent or library you can at best miss opportunities for overall improvement and at worst end up with a set of unrelated and incompatible systems that are almost worse than the unimproved situation. For example, separately planned national acquistion systems and national interlending systems in the same country could be a recipe for chaos. Throughout our own research we have always tried to keep a broad picture in view whilst studying parts of it, and when parts have been studied separately – as were the functions of interlending,[1,2] acquistion[3] and retention[4] – to fit them together into a local picture[5].

There is a lesson here for library and information research generally. Much of what is done seems to be micro-research, using pseudo-scientific methods to advance knowledge by small fractions in small fields. Any action taken as a result of such research, if not put into a wider context, could be positively dangerous. Fortunately, there is little likelihood of this happening, because research of this kind rarely leads to much in the way of results that can by acted apon. Just as practising librarianship seems often to lose its ends in the refinement and observance of means, so library research can suffer by neglecting its context and losing sight of its objectives.

Most if not all research in any practical sphere such as librarianship is (or should be) concerned with problem-solving. To solve a problem you need to take several steps:

identify the problem clearly
analyse the problem to see how much of it is actually amenable to research
identify alternative provisional options for a solution
identify the data that needs to be collected to decide between the options
collect the data
analyse the data
analyse the options in light of the data.

In researching availability, as in many fields in the library and information world, some of the problem is unresearchable – for example, it depends on political judgements; and much of the data is unavailable and very difficult if not impossible to collect. For example, what one would very much like to know is not only how much interlending activity goes on in a particular country or what percentage of requests in a particular local library can be satisfied – in most countries even this basic information is not available – but what *needs* are translated into requests in the first place. It is clear that most needs in most countries are heavily constrained, consciously or unconsciously, by inadequate systems from being articulated into actual demands. It is possible to obtain some rather crude indications of unarticulated needs[6], but they are *only* indications, and do not amount to the volume and quality of information one would wish to have for a detailed modelling exercise.

One reaction to this would be to spend the next decade or two devising elaborate methodologies for collecting better data; meanwhile no action would be taken. Even if a superb methodology could be devised there would remain the problem of using it on large enough scale. Three is also the danger of getting so immersed in an immense amount of data that the problem itself is no longer visible. In other words, to make progress it is necessary to work with partial and inadequate data. Our approach, which I believe is one that might be usefully followed in other area of research, was to concentrate on the identification and analysis of options, using such data as were available or could be obtained without vast effort, while of course seeking to ensure that better data would be collected for the future[7]. In fact, by careful analysis of alternative options we are able to state not only the criteria by which might be judged but the probable best options for different circumstances.

A second lesson then from researching into UAP is that data collection and analysis, and the refinement and use of methodology, are no subsitute for hard clear analytical thinking, of which librarianship seems to be generally rather short. However, most of the UAP studies carried out to date have been on a very broad scale; for example, a study of national acquisition systems has been undertaken, but not one of the aquisition of non-book materials or of material for children. Special forms of material such as maps, particular kinds of libraries such as school libraries, particular problems such as book supply in developing countries, all need much more detailed examination.As for unarticulated needs, these can be studied (and are best studied) in local situations: a number of studies of this kind would gradually build up into a most vulnerable body of knowlege. And although data collection is no subsitute for hard thinking, we do need far more information on availability on particular countries, in different regions of the world, and for different forms of material. In one or two countries broad case studies of availability have already been prepared;[8,9] we need many more of these, for the more knowledge that is built up of actual situations in different countries the sounder foundation there will be for future action programmes.

UAP is in fact one giant action programme. In a situation where we do not have all the data to be quite certain of recommendations for action, but where action cannot wait because the need for improvement is so great, we have to take what action we reasonably can and then study its effectiveness. If different countries adopt different programmes of action, this provides a chance for comparision. It is vital that as action is taken monitoring is built into the programme. UAP thus becomes not only an action programme but a giant programme of action research.

UAP therefore forms not only an unusual example of researching into a problem on a very broad scale, but within the broad framework offers many opportunities for interesting and useful research – which should never be too far from the action. It would be good if the Section on Library Theory and Research could look both at the nature and practice of research in light of the UAP studies and at practical possibility of encouraging research into relevant aspects.

Much of what I have said concerning research can be applied also to education. Library and information education as practised at present has many weaknesses, as I am sure many of its practitioners would admit. One is an obsession with means and techniques rather than ends. Another is a tendency to see librarianship as something in itself, rather than as one part of a much larger world of publising and information within which the boundaries are changing. Thirdly, librarianship itself tends to be fragmented for the purposes of education. The reasons for these failings are obvious. Any field of study has to be compartmentalized in some way for the purpose of teaching and learning, and it is also much easier to teach and learn techniques than objectives. This need not matter so long as vigourous and continued efforts are made to ensure that objectives, perspectives and context are never out of the students' minds.

In fact, one can envisage a different approach to education, perhaps not superseding the usual breakdown into areas such as "the library in the community", "the organization of knowledge" and so on, but parallel with it, possibly superimposed on it. This would start with a few major objectives that would be generally accepted as desirable – such as UAP. From the single objective of UAP students would be led into a world of, for example, different library functions such as

acquisitions and book supply, economic and optimal use of resources, the contirbutions and relations of the various sectors of the information world, the nature of "publishing" and the impact of electronics technology, and so on. Techniques would be taught more as ways of tackling issues and problems than as methods of doing things; indeed, no education would be complete unless it included ways of tackling problems (ie) research methodology).[10] In this way, UAP could be a very powerful integrating force in education.

Whether or not a radical approach is adopted (I am fairly sure that some educators will tell me that it has already been adopted somewhere or other), it is essential to get over to students repeatedly the need for improved availability as an end in itself, and, more fundamentally, the vital need to keep objectives always in mind, and to see all the techniques they learn as provisional needs of reaching these objectives, always capable of change and often needing it.

It is with these two principal thoughts – UAP as a major and central objective, to be approached systematically, and UAP as an intregative force – that I will finish. I hope that I have shown both are highly relevant to both research and education.

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46-THEOR-1-G

Zehn Jahre IFLA-Abeilung Ausbildung und Forschung

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Abstract

Anlässlich des zehnjährigen Bestehens der IFLA-Abteilung "Ausbildung und Forschung" werden die formalen und unhaltlichen Gesichtspunkte für die Zusammenarbeit der zu ihr gehörenden Sektionen und Arbeitskreise beschrieben. Schwerpunkte und Ergebnisse der Aktivitäten, Seminare und Projekte werden genannt und in den Rahmen internationaler Bibliotheksarbeit gestellt.

Mit der 1977 in Kraft getretenen Strukturreform der IFLA wurden ihre bis dahin mehr oder weniger unverbunden nebeneinander stehenden fachlichen Gruppierungen durch Zuordnung zu Abteilungen veranlasst, intensiver miteinander zu kooperieren. Eine der acht damals gebildeten Abteilungen[1] war dazu bestimmt, Grundsatzfragen des Bibliothekswesens in Ausbildung und Forschung zu behandeln. Zu diesem Zweck wurden in dieser Abteilung "Ausbildung und Forschung" folgende Einheiten zusammengefasst:

1. Als Sektion "Bibliotheksschulen und andere Ausbildungsaspekte" die früher als Komitee für bibliothekarische Ausbildung und seit 1973 als Sektion der Bibliotheksschulen tätige Gruppierung;
2. als Sektion "Bibliothekstheorie und -forschung' das 1970 gebildete Komitee für Bibliothekstheorie und -forschung;
3. der seit 1973 existierende Arbeitskreis "Herausgeber von Bibliothekszeitschriften".

Dass Fragen der Bibliotheksforschung mit Problemen bibliothekarischer Ausbildung eng verbunden sind, liegt auf der Hand und bedarf keiner weiteren Erläuterung. Die Koordination der beiden diese Bereiche abdeckenden Sektionen mit dem zuletzt genannten Arbeitskreis erfolgte unter dem Gesichtspunkt, dass bibliothekarische Fachzeitschriften ein unentbehrliches Vehikel für die Verbreitung von Forschungsergebnissen und – neben Lehr- und Handbüchern – ein wichtiges Instrument für die bibliothekarische Aus- und Fortbildung sind. Die didaktische Aufgabe von Fachzeitschriften wird daher inhaltlich – neben anderen Informationen – von der sachgerechten Darbietung auch neuer Forschungsresultate bestimmt.

Diese Kombination verschiedener fachlicher Gruppierungen der IFLA mit unterschiedlichen, aber eng miteinander verwandten bzw. aufeinander bezogenen Arbeitsschwerpunkten hat sich in der Abteilung "Ausbildung und Forschung" ausserordentlich gut bewährt. Wie die Praxis der vergangenen zehn Jahre gezeigt hat, ist es nicht nur zu einer reibungslosen äusseren Kooperation zwischen den genannten drei Einheiten gekommen, sondern auch zu intensiven Fachgesprächen, ja sogar zu gemeinsamen Projekten.

Die formale Zusammenarbeit äusserte sich von Beginn an darin, dass Übereinkunft zwischen den beiden Sektionen erzielt wurde, jeweils abwechselnd für die Gestaltung der öffentlichen Sitzung der Abeitlung auf den Jahrestagungen der IFLA verantwortlich zu sein. Auf diese Weise wurde der bibliothekarischen öffentlichkeit deutlich gemacht, dass die Abteilung "Ausbildung und Forschung" nicht nur ein organisatorischer Rahmen ist, sondern auch ein Forum zur gemeinsamen fachlichen Behandlung der in ihr anstehenden Themen.

Eine weitere äusserliche Absprache bestand darin, dass abwechselnd jede der beiden Sektionen durch einen ihrer Amtsträger die Abteilung nach aussen vetritt; das gilt als Regel auch für die Mitgliedschaft im IFLA-Fachbeirat. Hierdurch werden die in eine solche Funktion gewählten Vertreter verpflichtet, die Belange aller Bereiche der Abteilung gleichmässig wahrzunehmen und sie aufeinander zu beziehen. Voraussetzung für eine erfolgreiche Durchführung dieser Aufgabe ist eine weitgehende Information über alle wesentlichen Vorgänge innerhalb der Abteilung. Diesem Gesichtspunkt wird ganz bewusst dadurch Rechnung getragen, dass nicht nur die Funktionsträger der beiden Sektionen im Exekutivkomitee der Abteilung zusammenarbeiten und gegebenenfalls Entscheidungen treffen, sondern dass auch die Vorsitzenden und Sekretäre der Arbeitskreise innerhalb der Abteilung zum Exekutivkomitee kooptiert werden[2] und an seinen Sitzungen aktiv teilnehmen. Während einiger Jahre übernahm der Vorsitzende des Arbeitskreises "Herausgeber von Bibliothekszeitschriften" die Funktion des Sekretärs der Abteilung[3].

Soeben ist im Zusammenhang mit Arbeitskreisen der Plural verwendet worden. Bereits im Jahre 1977 hatte nämlich das Ständige Komitee der Sektion "Bibliothekstheorie und -forschung" die Enrichtung eines dieser Sektion zugeordneten Arbeitskreises "Bibliotheksgeschichte" empfohlen, der dann im folgenden Jahr nach satzungsgemässer Billigung durch den IFLA-Fachbeirat seine Arbeit aufnahm. Die gegenüber den Sektionen flexiblere Struktur eines Arbeitskreises ermöglicht es, durch die Gewinnung von Experten auch Vorhaben auf internationaler Ebene durchzuführen, für die in den Ständigen Kommissionen oft die Voraussetzungen fehlen. Im Laufe der Jahre hat es sich als zwechmässig erwiesen, auch für die Bereiche "Leseforschung" und "Fachliche Fortbildung" eigene Arbeitskreise einzurichten, den ersteren 1984 ebenfalls innerhalb der Sektion "Bibliothekstheorie und – forschung", den letzteren 1986 in der Sektion "Aus- und Fortbildung", wie sich die frühere Sektion "Bibliotheksschulen und andere Asubildungsaspekte" seit jenem Jahr nennt.

Überblickt man die fachlichen Aktivitäten der Sektionen und Arbeitskreise in der Abteilung "Ausbildung und Forschung", so ist zunächst die allen diesen Gruppen gemeinsame Tendenz festzustellen, durch zusätzlich zu den IFLA-Tagungen in verschiedenen Ländern veranstaltete Seminare und Symposien aktuelle Probleme und Arbeitsergebnisse auch Bilothekskreisen zugänglich zu machen, die sonst nicht an den Jahrestagungen teilnehmen können. Dies gilt

auch für die in zeitlichem Zusammenhang mit IFLA-Tagungen durchgeführten Seminare, als deren Teilnehmer insbesondere ausgewählte Experten aus Entwicklungsländern eingeladen wurden.

Für das Zustandekommen dieser zuletzt genannten Seminare hat sich die Abteilung "Ausbildung und Forschung" vor allem unter dem Gesichtspunkt eingesetzt, dass Ausbildungsfragen für Bibliothekare in Entwicklungsländern eine hohe Priorität geniessen. So wurde in der Abteilung seit dem Ende der 70er Jahre ein langfristiges Konzept entwickelt, das die Veranstaltung von Ausbildungsseminaren mit regionaler Zielsetzung im Zusammenhang mit den auf verschiedenen Kontinenten durchgeführten IFLA-Tagungen vorsah[4].

Das erste dieser Seminare fand 1980 in Manila statt. Es behandelte Ausbildungsfragen vorwiegend in Südostasien[5]. Es wurde zwei Jahre später durch ein in Montreal für iberoamerikanische Bibliothekare veranstaltetes Seminar ergänzt, das die Beziehugen zwischen bibliothekarischer Ausbilding und Forschung untersuchte[6]. In Nairobi stand dann 1984 das für die afrikanischen Länder wichtige Thema der Ausbildung vor allem von Bibliothekaren an Öffentlichen Bibliotheken auf der Ebene des "Grassroots Level" an[7]. Ein weiteres, an Problemen der arabischen Länder orientiertes Ausbildungesseminar konnte bisher noch nicht durchgeführt werden, wohl jedoch im Jahr 1986 ein solches für die Volksrepublik China in Beijing[8].

Wichtig ist jedoch der Hinweis, dass diese Seminare u.a. von der Unesco intensiv gefördert wurden und inhaltlich durch das 1987 in Brighton in Verbindung mit der IFLA-Tagung durchgeführte Kolloquium zur Harmonisierung der Ausbildungsprogramme für Mitarbeiter im Bibliotheks-, Informations- und Archivwesen ihre Krönung gefunden haben. Es ist dies ein durchschlagendes Beispiel für die Einbindung bibliothekarischer Aktivitäten der IFLA in Bereiche, die auch Schwerpunkte anderer internationaler Organisationen sind. In diesem Zusammenhang ist erneut auf das Bellagio-Treffen zu verweisen[9], auf dem IFLA, FID und ICA bereits 1980 die Schwerpunkte gemeinsamer Kooperation erörterten, und in dessen Folge speziell auch Ausbildungsfragen behandelt sowie einschlägige Projekte miteinander abgesprochen wurden[10].

Inhaltlich gilt dies ausser für die erwähnten Seminare[11] auch für weitere Gebiete, denen sich die Sektion "Ausbildung und Forschung" vornehmlich gewidmet hat: das gemeinsam mit FID/ET und ICA angepackte Projekt einer Harmonisierung von Ausbildungsinhalten, das auf speziellen Seminarern 1983 in Wien und 1985 in Varna vorangetrieben wurde, und das inzwischen abgeschlossene Projekt eines internationalen Führers zu bibliothekarischen Ausbildungsstätten[12]. Mit diesen Aktivitäten wird die Reihe international nutzbarer Grundlagenwerke fortgesetzt, die mit den Empfehlungen der Sektion zur Ausstattung von Bibliotheksschulen begonnen hatte[13].

Die sich oft über viele Jahre erstreckende Durchführung solcher Projekte machte es erforderlich, dass die Koordination der Arbeiten nicht auf die Sitzungen des Ständigen Komitees dieser Sektion anlässlich der IFLA-Tagungen beschränkt blieb. Es bildete sich daher die Übung heraus, jeweils in den Monaten um den Jahreswechsel ein zusätzliches Arbeitstreffen des Komitees abzuhalten, in deren Zusammenhang auch die Projekte wieter vorangetrieben werden konnten.

Die Idee der zwischen den IFLA-Tagungen zu veranstaltenden Komiteesitzungen wurde auch von der Sektion "Bibliotheksstheorie und -forschung" aufgegriffen und in dem Sinne weiterentwickelt, dass mit ihnen regionale Seminare verbunden wurden. Mit wechselnder Thematik fanden solche Seminare statt 1980 in Polen[14], 1982 in der Türkei[15], 1983 in der Deutschen Demokratischen Republik[16], 1984 in der Sowjetunion[17], 1985 in Finnland[18], 1986 in der Tschecholowakei[19]. An diesen Seminaren beteiligten sich in späteren Jahren auch die beiden Arbeitskreise dieser Sektion, die jedoch auch eigene Veranstaltungen durchführten.

So fand im Mai 1987 ein internationales Seminar des Arbeitskreises "Bibliotheksgeschichte" in Polen zu Fragen der Bibliotheksgeschichte Ost- und Mitteleuropas statt[20]; der Abeitskreis ist im selben Jahr gemeinsam mit der Library History Group der Library Association Träger einer bibliothekshistorischen Studienreise durch britische Bibliotheken sowie des im Anschluss an die IFLA-Tagung in Brighton vorgesehenen Symposiums "Libraries at Times of Cultural Change". Der Arbeitskreis "Leseforschung" hat ein erstes eigenes Seminar 1987 in Manchester abgehalten. Auch der Arbeitskreis "Harausgeber von Bibliothekszeitschriften" hat eigene Sonderverantaltungen konzipiert. Erwähnenswert sind hier besonders die im Anschluss and die IFLA-Tagungen in Montreal und Chicago 1982 und 1985 durchgeführten Seminare[21], von denen das zweite sich neben anderen, insbesondere die Entwicklungsländer betreffenden Fragen mit einem Leitfaden für Zeitschriften-Herausgeber befasste[22].

Insgesamt kann festgestellt werden, dass solche ausserhalb der IFLA-Tagungen vernstalteten Seminare nicht nur die Idee der von der IFLA repräsentierten internationalen Bibliotheksarbeit intensiv verbreiten können, sondern auch Gelegenheit bieten, regionalen Besonderheiten den erforderlichen Raum zu gewährhren. Mit Nachdruck soll aber auch hier festgehalten werden, dass derartige besondere Tagungen ohne die Bereitschaft nationaler und lokaler Instanzen, sich hierbei organisatorisch und inhaltlich zu engagieren, nicht durchzuführen sind; den jeweils Beteiligten gebührt daher Dank für entsprechende Initiativen und Gastfreundschaft.

Hervorgehoben werden soll in diesem Zusammenhang weiter, dass die Qualität der Vorträge, die auf den öffentlichen Sitzungen der Abteilung und ihrer Gliederungen genhalten wurden, in vielen Fällen zu ihrer Veröffentlichung, teilweise auch in mehreren Sprachen, gefürt hat[23]. Hierdurch konnten die in ihen enthaltene Forschungs- und Arbeitsergebnisse ebenfalls allgemein bekanntgemacht werden und ihre Wirkung bzw. Nutzung auch unabhängig von den einzelnen IFLA-Tagungen entfalten.

Ergänzend zu den bereits genannten Projekten, die zum Teil bereits abgeschlossen sind, zum Teil noch laufen, ist zu erwähnen, dass sich die Arbeitskreise "Bibliotheksgeschichte" und "Leseforschung" zur Zeit mit der Erarbeitung internationaler Verzeichnisse von Experten in diesen beiden Bereichen befassen. Eine Arbeitsgruppe für Ausstellungsfragen der Sektion "Bibliothekstheorie und -forschung" hat 1985 Empfehlungen zur sachgerechten Behandlung von Bibliotheksgut auf Aussatellungen verabschiedet[24].

In diesem knappen Überblick über das erste Jahrzehnt der IFLA-Abteilung :Ausbildung und Forschung" konnten nur die wesentlichen Punkte ihrer Aktivitäten berührt werden. Die Ergebnisse ihrer Arbeiten sprechen jedoch für sich selbst und lassen hoffen, dass von der hierfür bereitstehenden Basis aus auch in den kommenden Jahren das Bibliothekswesen international sowohl unter methodischen als auch unter Gersichtspunkten der Aus- und Forbildung gefördert werden kann.

1 Vgl. IFLA Annual 1977 (1978) S. 57-58.
2 Vgl. z.B. IFLA Directory 1978, s. 16.
3 Vgl. IFLA Directory 1980/81 (1980) S. 19; 1982/83 (1982) S. 24.
4 Vgl. zu diesem Konzept neuerdings Russell Bowden: Colloquium on the Harmonisation of Education and Training Programmes for Library, Information and Archival Personnel. In: Education for information 5 (1987) N2. 2, sowie Paul Kaegbein, Aktivitäten der IFLA zur Intensivierung der fachlichen Ausbildung in Entwicklungsländern. In: IFLA Journal 13 (1987) Nr. 3.
5 Library education programmes in developing countries with special reference to Asia. Proceedings of the Unesco Pre- IFLA Conference Seminar ... Ed. by Russell Bowden. London: The Library Association; München: Saur 1982. X, 211 S. (IFLA Publications. 20.)
6 Memoria del Seminario Pre-Conferencia IFLA sobre Educación para la Investigación e Investigación para la Educación. Ed. por ALEBCI. Vol. 1. 2. Bogotá, D.E. 1983. 332 S.
7 Vgl. Paul Kaegbein: Probleme bibliothekarischer Aus- und Fortbildung in Afrika. IFLA-Seminar in Nairobi. In: Zeitschrift für Bibliothekswesen und Bibliographie 32 (1985) S. 101-105.
8 Vgl. Paul Kaegbein: Moderne Technologien und Managementverfahren als Faktoren bibliothekarischer Ausbildungsreformen. IFLA/CSLS-Seminar in Beijing. In: Zeitschrift für Bibliothekswesen und Bilbiographie 24 (1987) S. 68-78.
9 Vgl. IFLA Journal 6 (1980) S. 314-325.
10 Vgl. IFLA Journal 7 (1981) S. 207-209.
11 Zu ihnen sind des weiteren auch die von IFLA, FID und Unisist veranstalteten Seminare in Österreich zu rechnen, vgl. IFLA Journal 10 (1984) S. 95-97.
12 International Guide to Library and information science education. A reference source for educational programs in the information fields world-wide. Ed. by Josephine Riss Fang and Paul Nauta. München: Saur 1985. 537 S. (IFLA Publications. 32.)
13 Normen für Bibliotheksschulen. (Standards for library schools.) 1976. In: Zeitschrift für Bibliothekswesen und Bibliographie 25 (1978) S. 272-396.
14 Vgl. Diann D. Rusch: Buch und Bibliothek in der Gesellschaft. Gegenwärtige Probleme der Benutzer- und Leseforschung. In: Bibliothek 5 (1981) S. 78-82 [Bericht]; Książka i biblioteka w spoèczeństwie. Materiały międzynarodowego seminarium Warszawa-Radziejowice, czerwiec 1980. Warszawa: Biblioteka Narodowa, Instytut Ksią'zki i Czytelnictwa 1982. 342 S. [Tagungsband.]
15 Değişik Ükelerde Kütüphane öğretimi. (Seminer: 25 Şubat 1982.) Hazurlayan: Meral Alpay. Istanbul 1983. 76 S. [Tagungsband.]
16 Vgl. Zentralblatt für Bibliothekswisen 97 (1983) S. 339-352, 389-393.
17 Vgl. IFLA Journal 10 (1984) S. 315-316.
18 Vgl. Paul Kaegbein: Bibliotheks- und informationswissenschaftliche Forschungsprobleme. In: Zeitschrift für Bibliothekswesen und Bibliographie 32 (1985) S. 369-371.

19 Vgl. Paul Kaegbein: Modern research in development of libraries and their users. In: IFLA Journal 13 (1987) Nr. 2.
20 Vgl. Paul Kaegbein: Library History in East and Middle Europe. In: IFLA Journal 13 (1987) Nr. 3.
21 Vgl. für 1983 D. H. Borchardt: Better journals for the library profession. In IFLA Journal 9 (1983) S. 125-131.
22 Der von Dietrich H. Borchardt verfasste Text "Library journals – how to edit them" soll in Kürze veröffentlicht werden.
23 Vgl. die auswählende Übersicht bei Russell Bowden and Paul Kaegbein: The Activities of the IFLA Division on Education and Research during the years 1979-1983. In: IFLA Journal 10 (1984) S. 182-187 (Anm. 29).
24 Marie Thérèse Varlamoff: Projet de recommandations concernant le prêt de documents de bibliothèque aux expositions. In: Bulletin d'informations de l'Association des bibliothécaires fran°cais 128 (1985) S. 15-16.

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LA CULTURE ORALE ET LES BIBLIOTHÈQUES

Raphaël NDIAYE, *Dakar, Sénégal*

RESUME

L'observation la plus commune permet de noter la relation originaire entre l'écrit et les bibliothèques et la parallélisme de leur histoire.

Tel ne paraît pas être le cas lorsqu'il s'agit de la culture orale et des bibliothèques qui semblent s'exclure.

Pourtant un examen approfondi de la question permet de noter dans le cas de l'Afrique l'existence d'une base scripturaire avec la création au niveau local de systèmes d'écriture manifestant différents stades d'évolution, depuis les systèmes symboliques en passant par les pictogrammes, les idéogrammes pour aboutir aux systèmes verbaux, syllabiques et alphabétiques.

Bien que la prééminence de l'oralité ait quelque peu bloqué l'évolution et la généralisation de ces systèmes (d'où leur large meconnaissance), les bibliothèques peuvent toutefois s'appuyer sur cette base scripturaire et sur la conscience aiguë que les populations ont du livre et de sa nécessité, pour se développer.

A cette fin, elles doivent s'adapter à certaines caractéristiques de l'oralité, faire appel à celle-ci avec intelligence, et l'aider à se perpétuer et à sauvegarder le patrimoine colossal qu'elle représente. Les moyens techniques d'une telle démarche existent. Il reste aux bibliothèques d'y aider, en intégrant à côté de l'écrit, la composante orale dans leur mission.

I – ECRIT ET BIBLIOTHEQUES : UNE RELATION ORIGINAIRE

On peut dire de la relation entre l'écrit et les bibliothèques qu'elle est une *relation de type originaire*. La vocation de l'écrit est de fixer des messages et de leur conférer intentionnellement la durée, celle-ci dépendant à la fois des matériaux et des procédés utilisés.

La vocation de l'écrit est aussi de conférer aux messages qu'il porte une relative maîtrise de l'espace. Ainsi, le processus est double, qui ambitionne de domestiquer le couple espace-temps.

C'est la raison pour laquelle une recherche constante au cours des âges, a visé l'amélioration des matériaux qui entrent dans le processus d'écriture : encres et supports divers (pierre, argile, papyrus, bois, peaux, toiles, papiers, films...), de même que les possibilités toujours plus étendues de multiplication et de dissémination du produit final.

C'est tout naturellement que cette chaîne d'opérations se prolonge par une démarche d'accumulation, de conservation et de dissémination que la bibliothèque a vocation de réaliser.

Engranger d'abord afin de disposer de véritables greniers de messages écrits ou de savoirs ; multiplier ces greniers pour rendre leur contenu disponible partout où cela peut être le cas ; prendre toutes les dispositions pour que ces messages puissent défier le temps ; en assurer le renouvellement régulier grâce précisément aux capacités de multiplication de l'écrit, telle pourrait être, schématisée la vocation de la bibliothèque.

Voilà qui explique l'ancienneté de la démarche qui a conduit à la naisssance des bibliothèques ! En effet, dès qu'il a fallu rassembler dans un espace donné une somme d'écrits déjà réalisés, la bibliothèque était pratiquement née.

La *relation originaire* entre écrit et bibliothèques se manifeste aussi par le parallélisme de leur histoire. Les secondes s'adaptent constamment au premier suivre son évolution et épouser harmonieusement les modifications de sa texte au fil du temps et des périodes historiques. Les dernières décennies sont titre, particulièrement significatives de cette double démarche...

II QUELLES BASES SCRIPTURAIRES POUR LES BIBLIOTHEQUES EN AFRIQUE??

L'on ne peut dire autant de la relation entre la culture orale et les bibliothèques. De fait, les deux semblent s'exclure.

Située à l'aboutissement du processus de genèse de l'écrit, la bibliothèque est quelque peu – et malgré le parallélisme dont il a été fait cas – dans une sorte d'*au-delà* de l'écrit.

L'oral apparaît par contre comme l'*en-deça* de l'écrit et partant – mais de façon encore plus marquée – des bibliothèques.

Dans une vision linéaire largement illustrée par l'histoire, l'on considère qu'on passe de l'oral à l'écrit, plus largement de la culture orale à la culture écrite. Les efforts déployés par l'homme pour concevoir et réaliser une représentation de sa pensée, de ses émotions, de ses messages grâce à des vecteurs qui en assurent une reprise et une formulation adéquate, ont été longs et ardus et sont perçus comme des étapes importantes dans sa marche vers le progrès.

Analysant l'ouvrage de Walter J. ONG (1982), Jean DERIVE écrit (1) que l'auteur "rappelle la primauté naturelle de l'oralité du langage, toujours dialecte avant d'être grapholecte" et précise plus loin que "sur les milliers de langues ayant existé ou existant encore, seul un petit nombre a accédé à l'écriture : la culture orale est donc première et toujours présente".

Le Congolais Théophile OBENGA rappelle pour sa part (1973) que "l'écriture suppose un appareil anatomique dont le siège a été identifié dans la couche corticale des hémisphères cérébraux" (p. 355). Il évoque dans ce cadre les travaux du savant français Paul BROCA qui a étudié le cerveau et les fonctions du langage, en établissant, le premier, et dès 1861, "que la destruction du pied de la deuxième circonvolution frontale dans son voisinage avec la frontale ascendante entraînait non la paralysie du bras mais l'*impossibilité de tracer les caractères de l'écriture*" (p. 355).

A l'issue de son analyse OBENGA établit que "l'a découverte de l'écriture – la coordination de la graphie et du son – requiert de nombreux et longs tâtonnements intellectuels, qui s'étendent en général sur plusieurs siècles".

Voilà pourquoi beaucoup de peuples, qui n'ont pas reçu l'écriture d'autres régions, n'atteignent qu'avec peine le seuil de l'*écriture phonétique* (stade alphabétique)" (p.358).

En Afgrique où l'oralité jouit toujours d'une situation privilégiée, il serait erroné de croire que l'écriture n'y a pas vu le jour à la suite de processus locaux d'invention. Il existe bel et bien des systèmes d'écriture nés sur place, à côté de ceux du contact avec l'etranger et suite à des adaptations locales (ex. : graphie arabe adaptée en *ajamis* et les différents aménagements de l'alphabet latin pour conformer l'une et l'autre à la phonologie des languesngues africaines).

L'examen des systèm s d'invention locale montre que ces derniers se situent à différentes phases d'évolution de l'écriture. On peut noter :

- ce que OBENGA appelle le *système technique*, sorte d'*écriture symbolique* avec des cordelettes à cauris pratiquée par les Yoruba et appelée *arókó*. L'auteur en donne une description détaillée dans son ouvrage déjà cité (pp. 361-379) :
- le *système pictographique* qui fait correspondre une chose à son image plus ou moins fidèle (cf. les hiéroglyphes égyptiens...);
- le *systme idéographique* suivant lequel un mot ou une idée est représentée par une image, véritable symbole pictoral ;
- le *système phonographique ou phonétique* qui fonctionne à trois échelles :
  a) à un mot (son) ou fait correspondre un signe *(système de signes verbaux)*;
  b) à une syllabe (son) ou fait correspondre un signe *(écriture syllabique)*;
  c) à un phonème, on fait correspondre un signe, une lettre *)écriture alphabétique)*.

La longueur de l'évolution qui aboutit à l'écriture alphabétique s'explique en particulier par la distanciation qui s'opère progressivement entre les symboles pictographiques ou idéographiques et les réalités qu'ils représentent avec à l'origine un souci de fidélité. Les symboles se stylisent et se réfèrent de plus en plus aux mots du langage, ce qui conduit aux systèmes de *signes verbaux* et, partant, aux *systèmes syllabiques* puis *alphabétiques*.

OBENGA note, pour illustrer la longueur de cette évolution en ce qui concerne l'écriture *vai* (Sierra Léone) ce qui suit : "/// le système graphique *vai* connut donc le *stade phonétique syllabique* (tel que Momolu Duwala Bukele le révéla en 1849 aux Européens) vers 1800 et le stade pictographique vers 800 de notre ère" (p. 413), soit dix siècles.

A côte de l'écriture *vai* il existe d'autres systèmes d'écriture africains d'invention locale parmi lesquels on peut citer :

- le système *arókó* des Yoruba (Nigéria, écriture symbolique);
- le systém *gicandi* des Kikuyu (Kenya, écriture pictographique

puis idéographique);
- le système *nsibidi* des Efik (Nigéria, Calabar, écriture pictographique puis idéographique);
- le *système mende* des Mende (Sierra-Léone, écriture syllabique);
- le *système toma ou loma* des Toma ou Loma (Libéria, écriture syllabique);
- le système vai des Vai (Liberia, niveau phonétique car elle a atteint à la fois le stade syllabique et pour les sept voyelles de cette écriture le stade alphabétique;
- le *système mum* des Mum ou Bamum (Cameroun, écriture pictographique puis idéographique, syllabique puis alphabétique, ce qui fait dire à OBENGA que cette écriture était probablement un usage vers 800 de notre ère alors qu'elle a atteint son dernier stade d'évolution avec NJOYA en 1895.

Pour tous ces développements sur les systèmes d'écriture (cf. en annexe, quelques spécimen de ces systèmes.

Ce détour par les systèmes africains d'écriture est à la fois problématique et rassurant.

a) On peut constater que malgré leur existence, l'oralité a prévalu au point de les faire largement ingnorer et d'en bloquer l'évolution. Ce blocage, Nsougan AGBLEMAGNON (1969 , p. 32) l'appelle : la *non-utilisation* de l'écriture *dans les sociétés qui se fondent sur les traditions orales*, et tente de l'expliquer par quatre hypothèses que nous schématisons ainsi (p. 32) :

- absence d'une pression du développement, qui oblige à inventer un système de signes plus commode;
- étouffement des systèmes d'écriture par des facteurs incompatibles ou des structures sociales (par exemple les cercles ésotériques tels ceux des prêtres...) à l'instar des bateliers de la Weser qui détruisirent le premier bâteau à vapeur mis au point par Denis PAPIN en 1707;
- degré de perfection atteint par le système de communication orale et absence de besoin de développer un autre système par ailleurs peu respectueux de la valeur attachée au secret dans les cultures africaines.
- non-renversement du signe magique, car alors que le système d'ecriture passe du symbole de la chose à celui du mot qui désigne la chose puis aux signes représentant les sons du mot, le signe magique fonctionne à l'inverse avec le mot (parole sacrée ou rituelle) qui devient symbole de la chose. Ainsi peut-on s'attaquer à quelqu'un à distance en appelant les pouvoirs maléfiques sur son nom prononcé de façon rituelle.

b) L'existence des systèmes passés en revue montre aussi – et cela est rassurant – la réalité de *traditions scripturaires africains* dont les bases s'élargissent considérablement dès qu'on prend en compte ce qu'il est convenu d'appeler les *ajamis* ou systèmes d'écriture adaptant le graphie arabe à la phonologie des langues de populations africaines islamisées d'assez longue date.

Toutes les considérations qui précèdent montrent que l'opposition en Afrique entre oralité et écriture, ou plus largement entre la culture orale et les bibliothèques peut, sinon doit être atténuée sous de multiples angles. De ce point de vue, la démarche des bibliothèques trouve plus que jamais les fondements requis pour un réel ancrage dans les cultures orales africaines.

Une telle affirmation ne méconnaît ni la spécificité des unes et des autres, ni les nécessaires afforts d'adaptations des unes par rapport aux autres.

III – LA CULTURE ORALE

Au-delà des typologies habituelles, qui définissent les traditions orales en genres individualisés, le plus souvent selon des critères de contenu et de forme (contes, proverbes, récits historiques, poésie généalogique...), il faut élargir la vision qu'on a de l'oralité, non comme simple mode de communication, mais comme un véritable *modèle d'interaction sociale* et comme réalité éminemment culturelle.

Le Pr. Honorat AGUESSY du Bénin essaie dans sa communication "tradition orale et modèle culturel" (1) de nous faire percevoir l'étendue de ce champ à travers les cinq secteurs suivants (p. 45) :

1) celui concernant les contes, les proverbes, les dictons, les chansons, les paraboles, les saynettes, les légendes, les devises de famille, les histoires de famille et de village.

   (1) *In : "La tradition orale source de la littérature contemporaine en Afrique, colloque international organisé par l'ICA et le PEN International, 24-29 janvier 1983 à Dakar, Dakar, NEA, 1985, p. 45.*

2) Celui de la toponymie et l'anthroponymie. Les litanies de famille peuvent être liées à ce secteur. On assiste ici à la fixation de l'oralité dans la désignation des lieux, des personnes et des groupes familiaux dont l'histoire est liée à la crèation de tel ou tel lieu.
3) Sont concernés dans ce secteur, l'art et l'artisanat : les danses, les instruments de musique, les costumes, la cuisine, la peinture, le theâtre, la vannerie, la poterie, les bas-reliefs. Il y a là la consignation des traces d'un certain langage social.
4) La phytothérapie et la psychothérapie, bref le pharmacopée. Les enquêtes menées chez les guérisseurs ne peuvent que révéler la richesse considérable du savoir qui gît dans ce secteur.
5) Les mythes et les éléments culturels véhicles par les récits et rituels religieux en constituent l'essentiel. Le langage des tambours culturels et les langues rituelles ou de couvent sont à prospecter avec patience et minutie. Ce dernier secteur est celui des éléments culturels relevant du cadre du numineux.

Malgré son exhaustivité, cette énumération peut être enrichie encore davantage. Travaillant dans le secteur de la poésie orale sereer (Sénégal) et partant d'une définition des genres à partir de la classification établie par la société sereer, elle-même, j'ai vu cette poésie se subdiviser en 26 catégories de chants-poèmes parfaitement identifiés selon des critères de forme, de fond, d'instruments de musique, de cadres spatio-temporels d'exécution, de sexes, d'âges, de catégories sociales et socio-professionnelles participant à l'exécution en assistant à celle- ci (1).

Retenons aussi avec Walter ONG, rapporé par Jean DERIVE (op. cit.) que les énoncés qui constituent le patrimoine de l'oralité doivent avoir pour leur mémorisation des propriétés rythmiques, prosodiques, mélodiques ou syntaxiques remarquables, ce qui signifie que dans l'oralité la fonction poétique au sens où l'entendent Jakobson est toujours au travail dans le discours du patrimoine oral. Cela implique que l'opposition courante entre des énoncés littéraires et non littéraires suivant des critères esthétisants, si habituelle en sphère de culture écrite n'ait plus grande signification ici.

L'oralité comme fait culturel se perçoit aussi par la structuration qu'elle imprime aux gestes et aux attitudes, aux comportements et aux conduites, de même qu'au travers d'une certaine philosophie de l'existence des rapports à tisser entre individus.

(1) *Pour le détail, cf. note article : "Littérature orale et structuration socio- politique en pays sereer. In revue Ethiopiques, nouvelle série, 3e trimestre 1985, vol. II, n 3, pp. 65-87.*

Culture de l'*ouie* avant que du *regard*, de ce qui s'entend et s'identifie de loin, dans la nuit profonde comme en pleine lumière, c'est un certain rapport à la nature environnante, une certaine perception de celle-ci tout comme une certaine ambiance de l'espace habité.

Dimension particulière accordée à l'échange verbal, lieu de passage obligé de la *reconnaissance d'autrui* au sens où le philosophe Hegel l'entend ; connaissance d'une finesse extrême de la psychologie de la parole ,d'où sanctions sociales par la parole et notamment par le refus d'adresser celle-ci à autrui. (C'est ce que les Dogon du Mali appellent le *parole rentrée*) ; mais aussi thérapies diverses par la parole ; pouvoir démiurgique de la parole dont par ailleurs la négativité détermine au plan social toute une série de comportements, de conduites et d'attitudes ; conditions spatio-temporelles de rétention ou de développement de la parole, etc., etc... Voilà autant d'éléments qui définissent l'oralité comme une véritable culture tout en en indiquant une certaine spéficité. Il conient d'en avoir une claire intelligence.

IV-CULTURE ORALE ET BIBLIOTHEQUES

Ainsi, l'oralité peut distribuer l'espace habité par rapport aux âges et aux sexes. Il y a quelque années de cela, nous nous sommes vu reprocher à ce titre, d'avoir passé une journée dans une chambre avec un livre. Nous aurions dû être à la place du village où se retrouvent les hommes, la maison étant le cadre réservé aux femmes et étant, à ce titre, entachée de féminité. Or à la place du village on ne peut s'isoler pour lire, on parle !

L'antinomie est réelle entre de multiples attitudes requises dans le fonctionement traditionnel des bibliothèques et les comportements valorisés dans les cultures orales. Il est de la tâche du bibliothécaire d'essayer d'avoir une connaissance approfondie de l'oralité afin de circonscrire les terrains où il y a opposition et ceux où une réelle compatibilité existe entre oralité et bibliothèques. Il faut ques s'harmonisent les exigences de part et d'autre. Il y a de l'efficacité des bibliothèques dans toutes les contrées où le livre s'introduit aujourd'hui, et où les populations ont une conscience aiguë de sa valeur et de sa nécessité.

J'ai essayé d'apporter quelques tentatives de réponses á cette question dans le cadre de la bibliothèque publique avec un article intitulé : *"La place de l'oralité dans une bibliothèque publique* (1).

Rappelons quelques éléments de cet article en notant que la bibliothèque publique en particulier, mais aussi les bibliothèques de toutes catégories dans le contexte des cultures orales, devraient autant que possible s'ouvrir à l'oralité au travers :

- de ses *tenants*, hommes et femmes dépostaires de savoirs

divers souvent pétris de culture ; qui ont de la connaissance une haute idée et un respect scrupuleux et auxquels, à partir d'un certain âge, la tradition confère la mission d'enseigner. Ils pourront et sauront être des animateurs de groupes d'usagers de la bibliothèque et une telle démarche leur permettra de s'identifier à la bibliothèque et de la ressentir comme leur bien propre;

- ses *contenus* : il s'agit ici de tous les savoirs légués par la tradition, laquelle proclame qu'elle est bonne et qu'il faut l'assumer, laquelle prend soin de ses paroles essentielles, c'est-à-dire de sa propre subsistance, comme de *paroles à engranger* selon l'expression dogon. Tous les savoirs accumulés au fil des siècles, fruits d'une expérience riche et variée, fruits de nos rapports avec la nature, de notre réflexion sur l'existence et ses problèmes, etc...,doivent pouvoir trouver place dans la bibliothèque à côté des livres porteurs de savoirs modernes comme cela semble se faire actuellement avec les audiothèques rurales au Mali. C'est de la sorte qu'un dialogue serait possible entre tradition et modernité, que nos écrivains, artistes, artisans, hommes de science... seraient en mesure de prendre en charge notre existence quotidienne pour tenter d'élaborer des réponses adéquates par rapport à notre vécu et à nos interrogations.

C'est assurément dans ce contexte que s'inscrit la rencontre des écrivains et chercheurs qui, en janvier 1983, réfléchissaient sur *la tradition orale comme source de la littérature contemporaine en Afrique*. La démarche peut et doit être reprise pour la presque totalité des domaines de la connaissance;

- ses *procédés et démarches pédagogiques* insuffisamment interrogés et maîtrisés, mais dont la connaissance aidera à rendre l'action des bibliothèques plus efficace, tout en favorisant une certaine continuité entre la bibliothèque et son milieu d'accueil;
- ses *publics* : non traditions indentifient toujours les publics auxquels les messages sont destinés. En ayant de cette démarche une bonne perception, la bibliothèque s'inscrira dans son contexte sans accrocs er pourra spécifier son action avec autant de précision que possible ;

  (1) In : "Construction et aménagement des bibliothèques (Mélanges Jean Bleton). Paris, Ed. du Cercle de la librairie, 1986, pp. 65-78.
- ses *cadres spatio-temporels* car la tradition définit des espaces de rencontres pour des partages de savoirset définit ces démarches par rapport au temps;
- ses *supports matériels* qui peuvent être interprétés comme des éléments de la culture incarnée dans la matière et grâce auxquels une visualisation est possible, de même que les rétrospectives de l'histoire des populations.

Si toutes les actions qui précèdent visent à rendre la bibliothèque plus efficace et à mieux l'acclimater dans son contexte d'oralité, un autre aspect de sa mission est d'aider à la collecte et à la sauvegarde des éléments de la culture orale.

Mémoire de l'écrit, elle a aujourd'hui la capacité d'être la mémoire de l'oralité ou d'aider à la mise sur pied d'institutions à vocation de collecte et de conservation des traditions orales ; ceci pour plusieurs raisons : 1) – la première c'est que les cultures orales font partie intégrante du patrimoine de l'humanité et ce serait criminel que de les laisser se perdre. Ce serait comme brûler les bibliothèques de conservation en Occident. En conséquence, il faut que soient créés des centres nationaux de traditions orales, véritables bibliothèques nationales des cultures orales. Ces centres existent dans certains pays mais ils manquent cruellement de moyens.

2) Les progrès techniques qui permettent de fixer le son et l'image rendent une telle opération très aisée.
3) L'Occident lui-même a pris conscience qu'á côté de sa culture écrite, il existe encore des cultures orales baptisées folklore, qu'il prend aujourd'hui le soin de recueillir et coserver comme témoignages de formes de vies, de types de svoirs etc. (cf. le – Centre des Arts et Traditions populaires de Paria au Bois-de-Boulogne et à Bondy).
4) Les porteurs de la *culture nationale ou des cultures ethniques* dans nos pays demeurent encore dans leur grande majorité les hommes de l'Oralité et non nos écrivains modernes. Il est injuste d'ignorer cet état de fait et à l'instar des prix crées pour récompenser les écrivains, il devrait en être crées d'autres pour encourager les *maîtres de la parole*.
5) Il y a enfin un problème de choix important: voulons-nous bâtir une culture écrite en rompant avec la culture orale ? Voulons-nous opérer une synthèse entre les deux et une telle synthèse est-elle possible ? C'est en dernière instance un *choix de made de vie, de communication, d'interaction sociale*.

Bien que par le force des choses nous basculions de plus en plus vers la culture écrite il n'est pas inutile de se poser une telle question et d'y réfléchir. Et, assurément, notre réponse aura une incidence non seulement sur notre mode de vie, mais plus spécifiquement sur le type de bibliothèques que nous voulons implanter dès aujourd'hui dans nos pays.

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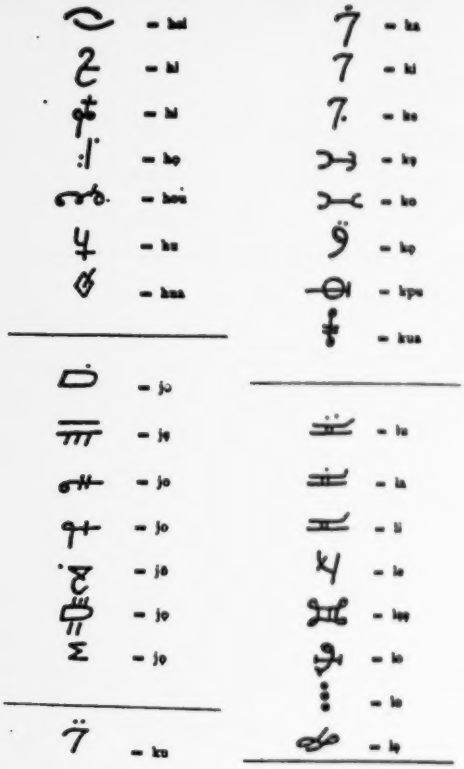
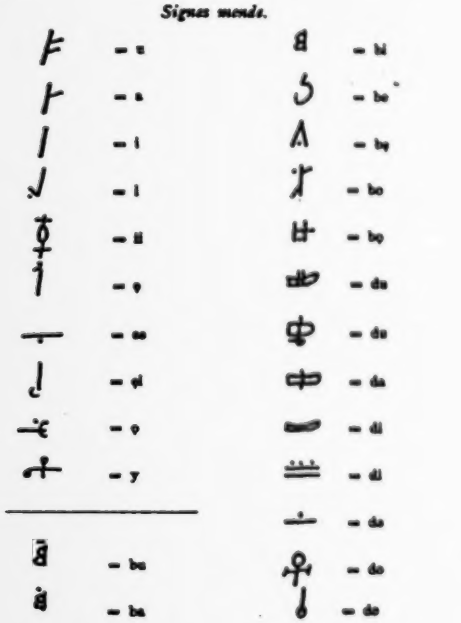
Annexe

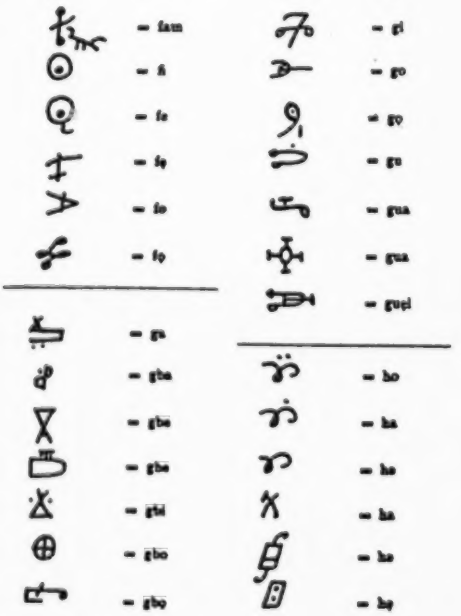
Système d'écriture d'invention africaine.



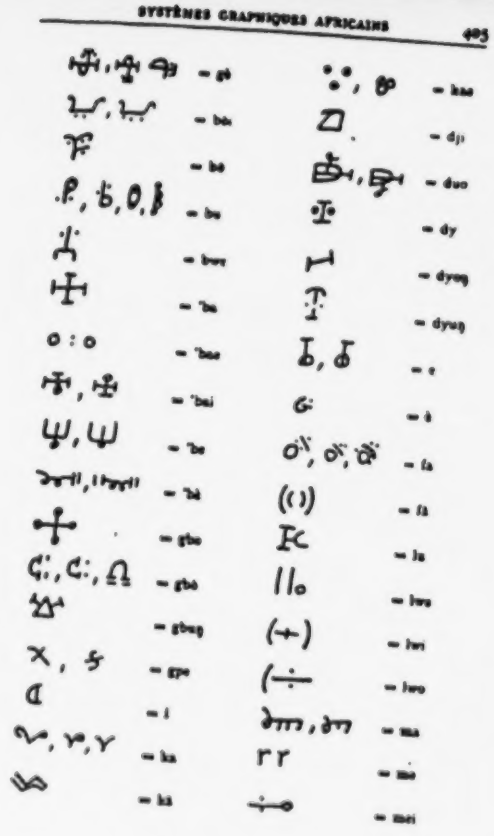
L'identité qui existe entre les hiéroglyphes égyptiens et les signes *mende* est soulignée ici, avec force, par ces quelques exemples. Mieux, les hiéroglyphes égyptiens peuvent être considérés comme l'archétype des signes *mende* : à supposer que la nature fasse des sauts, elle en ferait difficilement dans ce cas qui dénote concrètement une commune tournure d'esprit.

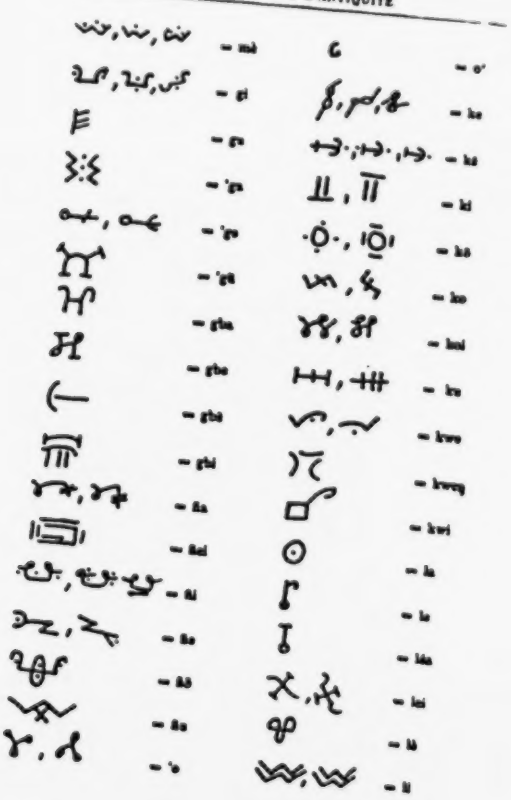
Signes mende.

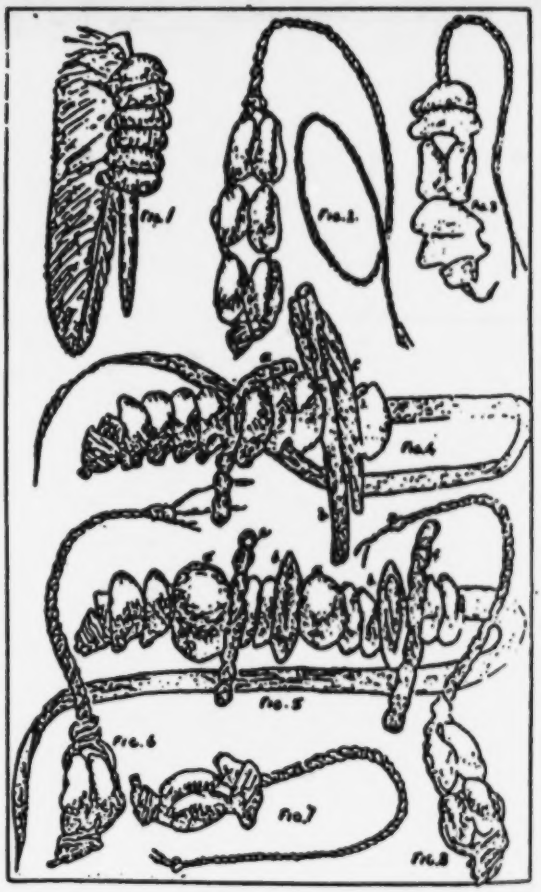




Signes isolés.







LETTRES ÉCRITES EN *oràbì* (YORUBA)

Traduction : Bien que la distance entre nous soit très grande, je vous tire néanmoins à moi (je m'annonce à vous) et dirige mes regards vers vous. Pareillement, je souhaiterais que vous dirigiez les vôtres vers moi, et que vous vous annonciez à moi (et que vous me donniez de vos nouvelles).

Lettre n° 3 (fig. 3)

Le message que renferme cette lettre est envoyé par un prince de Jębu Ode à l'un de ses cousins qui est au loin.

Cette lettre est également composée de six cauris ; mais, ici, l'arrangement est différent : deux cauris placés très près du nœud regardent tous deux dans la même direction ; deux autres cauris, orientés de la même façon, sont à l'autre bout de la cordelette. Ainsi agencées, les deux paires de cauris indiquent les nombreuses personnes qui se trouvent par devant et par derrière les deux parents qui, eux, sont représentés par les deux cauris du centre, se regardant face à face et autour desquels la cordelette est solidement nouée.

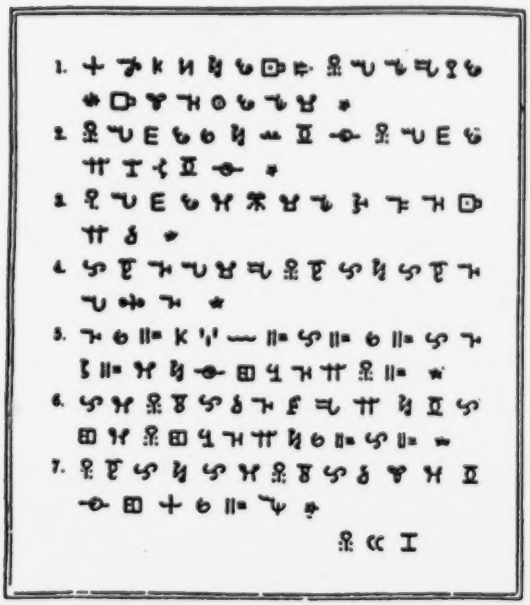
Le contenu de ce message est :

Làrin	ọpọ̀lọpọ̀	ènìà,	níwá	— lęhìn,	a
Au milieu de	beaucoup de	gens,	devant	— en arrière,	nous
kò	là	gbà	mọ̀	ará	ẹni ;	bí
ne pas	pouvoir	faillir	connaître	corps	nos ;	comme
o	ti	mọ̀	mi,	ti	mo	ni	mọ̀
vous		connaître	moi,		je	aussi	connaître
ọ,	jẹ	ka	dojà	kọ'ra	wa,	ka
vous,	laissons-	nous	tourner	vers	nous-mêmes,	laissons-nous
gb'	ara	wa	mu,	ka	ma
tenir	corps	nos	ensemble,	laissons-nous	pas
ṣe	dęhìn	kọ'ra.
faire	tourner le dos	vers nous-mêmes „.

Traduction : Au milieu de tant de gens qui nous entourent de tous côtés, nous ne pouvons faillir de nous reconnaître nous-mêmes ; de même que vous me reconnaissez, de même je vous reconnais ; tournons donc nos regards l'un vers l'autre, et embrassons-nous ; ne soyons jamais dressés l'un contre l'autre.

16. *A* : one : « nous » (*wa* : « nous », « nôtre », « nos »).
Bí tọ̀ bí = *bí o bí* : « comme vous... » ; « quand vous... »
Jẹ kí a : *jẹ ka* = *kí a* = *ka* : « laissons-nous... », « allons-nous... ».
Gbà : « tenir » ; *gbà mu* : « embrasser ».
Dęhìn : *dę ehìn* : « tourner le dos ».

FIRST CHAPTER OF THE KORAN IN VAI.



PREMIER CHAPITRE DU CORAN EN VAI.

LETTRE ÉCRITE EN LOMA (TOMA).

Voir Joseph Joffre, *op. cit.*, p. 173, fig. 8. Fac similé d'un texte écrit par Brahim Koivogui, village de Yéla, canton de Guisima, Liberia.

BIBLIOTHEKS- UND BUCHGESCHICHTE ALS TEIL DER BIBLIOTHEKSFORSCHUNG UND GESCHICHTSWISSENSCHAFT: EIN ÜBERREGIONALES FÖRDERUNGSPROGRAMM IN DER BUNDESREPUBLIK DEUTSCHLAND

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ABSTRACT

Nicht allein Bücher haben ihre Geschichte, sondern auch die Bibliotheken als "Schatzkammern des menschlichen Geistes". In vielfältiger Form gilt dies für die Bibliotheken in Deutschland, die zu einem grossen Teil eine lange Tradition und wechselvolle Geschichte besitzen. Kaum gibt es im Wissenschaftsbetrieb eine Institution, deren heutige Erscheinungsform und Wirkungsweise in solch hohem Masse von ihren geschichtlichen Entwicklungen und Veränderungen bestimmt ist. Von Kriegen und Raubzügen, von Umlagerungen und Zusammenlegungen blieben die Bibliotheken wie ihr jeweiliges historisches Umfeld nicht verschont. Vom Gesichtspunkt der Bibliotheksforschung und der allgemeinen Geschichtswissenschaft erscheint es daher interessant, sich mit den Quellen, vor allem mit den nicht publizierten Archivalien zur Bibliotheks- und Buchgeschichte zu beschäftigen, um auf diese Weise nicht nur Beiträge zur historischen Forschung zu erarbeiten, sondern gleichzeitig auch Orientierungshilfen und Informationen zu Lösungen anstehender Bibliothekare anzubieten. Anknüpfend an die Tradition der Bibliotheks- und Buchgeschichte in der Bundesrepublik sowie an einzelne Forschungen hat die Deutsche Forschungsgemeinschaft im Jahr 1986 ein Programm zur Erschliessung von Quellen zur Bibliotheks- und Buchgeschichte eingerichtet. Greift die Forschungsgemeinschaft damit auf der einen Seite das vielfach artikulierte wissenschaftliche Interesse an bibliotheks- und buchgeschichtlichen Forschungen auf, so wurde bei der Einrichtung des Programms auf der anderen Seite grosser Wert gelegt auf die Tatsache, dass von der Erschliessung dieser Quellen wichtige Beiträge und Anreize zu weitergehenden Forschungen im Bereich der Wissenschafts-, Sozial-, Wirtschafts-, Kultur-, Bildungsund politischen Geschichte erwartet werden. Die in der Zwischenzeit bewilligten Projekte an der Herzog August Bibliothek in Wolfenbüttel, am Lehrstuhl für Bibliothekswissenschaft der Universität zu Köln, an der Fachhochschule für Büchereiwesen in Stuttgart, an der Bayerischen Staatsbibliothek München, am Deutschen Literaturarchiv Marbach und an der Universitätsbibliothek Heidelberg tragen dem überregionalen Interesse der historischen Forschung ebenso Rechnung wie sie wichtige Informationen zur bibliothekarischen Verwaltung von Altbeständen liefern können. Es ist zu erwarten. dass diese Projekte Forschungen auf dem Gebiet der historischen Buchbestände verstärken und damit die infrastrukturellen Bedingungen für Wissenschaft und Forschung verbessern werden. Nicht zuletzt ist ein Beitrag zum Bewusstsein für den kulturgeschichtlichen Stellenwert historischer Buchbestände und der Notwendigkeit, ihren physischchemischen Gefährdungen zu begegnen, zu erhoffen.

Nicht nur die Bücher haben, wie der vermutlich im 2. Jahrhundert nach Christus schreibende lateinische Grammatiker Terentius Maurus meinte, ihre eigene Geschichte: die Sentenz "Habent sua fata libelli" lässt unschwer auch auf die Bibliotheken übertragen, die, oft als "Schatzkammern des menschlichen Geistes" oder als das "Gedächtnis der Menschheit" bezeichnet, nicht nur lange kulterelle Tradition, sondern gleichfalls ihre eigen Geschichte – und auch ihre Geschichten – besitzen. Kaum findet sich ein Institution im Wissenschaftsbetrieb, deren heutiges Erscheinungsbild und Funktionsweise so sehr von ihren geschichtlichen Entwicklungen, Veränderungen und Bedlingungen bestimmt ist. Bibliotheksgeschichte ist zu einem hohen Prozentsatz vor allem auch Bestandsgeschichte und daher für die Forschung, insbesondere für historisch orientierte Wissenschaftler von grossem Interesse. Gleich, ob es sich um die Bearbeitung von Handschriften handelt oder um die Katalogisierung von Drucken des 16. Jahrhunderts, von Altbeständen oder historischen Buchbeständen oder etwa um die Restaurierung bedeutender historischer Altbestände – immer sind diese Bestände vor allem auch für die geistewissenschaftliche Forschung von ausserordentlicher Bedeutung. Aufbau und Auflösung von Büchersammlungen, Veränderungen des äusseren Erscheinungsbildes wie der inneren Strukturen – nichts erscheint im Hinblick auf die geschichtliche Entwicklung der deutschen Bibliotheken so beständig wie das Unbeständige. Ist also einerseits das heutige Verständis der Bibliotheken und ihrer Benutzungsmöglichkeiten vielfach abhängig von den Faktoren ihrer geschichtlichen Entwicklung, so bieten sie andererseits auch ein Spiegelbild kultur- und geistesgeschichtlicher Einschätzungen, Interessen und Verhaltensmuster in bestimmten Epochen. Bibliotheken, zumal ihre historischen Bestände, besonders jedoch die Zeitpunkte und Umstände, unter denen die einzelnen Sammlungen entstanden, reflektieren in mehrfacher Hinsicht die historisch-politische Entwicklung in einzelnen historischen Zeiten. Wenn man vielleicht annehmen könnte, dass dies alles nur antiquarisch-historisches Interesse hervorlokken könnte, so erkennt der wissenschaftliche Benutzer bei einem Blick auf bzw. in nicht wenige Bibliotheken der Bundesrepublik Deutschland, wie schnell er stets dabei von der Vergangenheit der jeweiligen Institution eingeholt wird. Dies beginnt bei der Frage der Katalogregeln, setzt sich fort über die Form der Aufstellung (und damit nicht selten auch der Zugänglichkeit der Bestände) und mag zunächst mit dem dringenden und bedrückenden Problem der Konservierung von Altbeständen bei gleichzeitig steigender Benutzungsfrequenz enden. Umso wichtiger erscheint es, sich mit den Quellen, vor allem mit den nicht publizierten Archivallen zur Bibliotheks- und Buchgeschichte zu beschäftigen, um auf diese Weise nicht nur Beiträge zur historischen Forschung zu erarbeiten, sondern gleichzeitig auch Orientierungshilfen und Informationen zur Lösung anstehender bibliothekarischer Probleme anzubieten. Es gilt gewissermassen, freilich bei Abwandlung des letzen Wortes, ein Kernsatz der Aufklärung: nihil est in intellectu, quod non ante fuerit in fontibus (statt: sensibus!) Anders gesagt: wer die Quellen näher kennt, kann nicht nur die historische Entwicklung besser beurteilen, sondern auch bibliothekarische Probleme von heute besser einschätzen.

Bibliotheks- und Buchgeschichte in der Bundesrepublik Deutschland. Unternehmungen einzelner Institutionen.

Deutschland ist ein Land, reich an der Zahl an Bibliotheken, deren Geschichte im Rahmen der allgemeinen territorialgeschichtlichen Entwicklung vielfältig verlief und deren heutiger Stellenwert im dezentral angelegten Bibliothekswesen der Bundesrepublik Deutschland wiederum vom föderalistischen Grundprinzip useres Staatsaufbaus bestimmt ist. Bibliotheks- und Buchgeschichte haben in unserem Lande eine vergleichsweise lange Tradition in Einzelforschungen, die sich mehrheitlich auf Einzeluntersuchungen zu bestimmten, Bibliotheken oder auf spezielle Fragestellungen konzentrierten. Meist sind die Arbeiten in den allerdings mit einigen Unterbrechungen versehenen Bibliographien sowie in den bibliothekarischen Handbüchern nachgewiesen. Aus der neueren Zeit sind aus den einzelnen Unternehmungen vor allem die Studien und Untersuchungen zu nennen, die aus der Arbeit des Arbeitskreises für Bibliotheksgeschichte sowie des Arbeitskreises für Buchgeschichte an der Herzog August Bibliothek in Wolfenbüttel hervorgingen, ferner einzelne Arbeiten, die im Rahmen der Ausbildung an der Fachhochschule für Bibliothekswesen und Dokumentation in Köln sowie am Lehrstuhl für Bibliothekswissenschaft der Universität zu Köln entstanden, und schliesslich sollten aus der Zahl der Einzelstudien auch noch die Veröffentlichungen der Historischen Kommission des Börsenvereins des Deutschen Buchhandels an dieser Stelle erwähnt werden. Wirft man einen kurzen Blick über die einzelnen Aktivitäten verschiedener Institutionen der Bundesrepublik, so zeigt sich, dass bisher bereits beachtliche Forschungergebnisse vorgelegt werden konnten, die in den engen Zusammenhang historischer Untersuchungen und Erkenntnisinteressen gestellt wurden und dabei einerseits selbst Forschungsergebnisse darstellten, andererseits Stimulanz boten für weitergehende Untersuchungen. Die einzelnen Ergebnisse der verschiedenen Vorhaben sind auch im internationalen Kontext positiv aufgenommen worden. Dies gilt umso mehr, als die verschiedenen Projekte und Untersuchungen meist nur mit relativ bescheidenen finanziellen Rahmen ausgestattet waren.

Das Programm der Deutschen Forschungsgemeinschaft zur Erschliessung bibliotheks- und buchgeschichtlicher Quellen.

Ausgehend von der Erkenntnis, dass sich die Funktionsweise von Bibliotheken mit historischem Sammelauftrag und damit auch der Stellenwert historischer Altbestände genauer festlegen lasst, wenn die vor allem bisher unbekannten Quellen zur Bibliotheks- und Buchgeschichte der wissenschaftlichen und fachlichen Öffentlichkeit vorgestellt werden, und vor allem geleitet von der Erwägung, dass die Bibliotheksgeschichte ja auch Institutionengeschichte in weiterem Sinne darstellt, hat die Deutsche Forschungsgemeinschaft im Jahe 1986 ein Programm zur Erschliessung von Quellen zur Bibliotheks- und Buchgeschichte eingerichtet. Griff die Forschungsgemeinschaft damit auf der einen Seite das vielfach artikulierte wissenschaftliche Interesse an bibliotheks- und buchgeschichtlichen Forschungen auf,

so wurde bei der Einrichtung des Programms auf der anderen Seite grosser Wert gelegt auf die Tatsache, dass von der Erschliessung dieser Quellen wichtige Beiträge und Anreize zu weitergehenden Forschungen im Bereich der Wissenschafts-, Sozial-, Wirtschafts-, Kultur-, Bildungs- und Politischen Geschichte erwartet werden. Von vorneherein wurde das Hauptaugenmerk des Programms auf die Erfassung und Erschliessung von Quellen gelegt, nicht auf die analytische untersuchung. geschweige denn auf die Darstellung bestimmter Zusammenhänge. Im Gegenteil soll die Publikation der Erschliessungsergebnisse die interessierte Forschung zu weitergehenden Studien anregen und die Grundvoraussetzungen zu weitergehenden Darstellungen schaffen. Das Hauptziel des Programms liegt daher eindeutig auf der Erfassung und Erschliessung und der anschliessenden Veröffentlichung der Ergebnisse in Form von Repertorien, Inventaren oder Topographien. Diese Zielrichtung wurde in den Grundsätzen für das überregional angelegte Programm "Erschliessung von Quellen zur Bibliotheks- und Buchgeschichte" 1985 festgelegt.

Wenn sich das Programm formal-methodisch auf die Erstellung von Inventaren bzw. Katalogen konzentriert, soll bei der inhaltlichen Gestaltung vor allem berüchsichtigt werden, dass einzelne Epochen bzw. Themenbereiche entweder bereits den Ihalt diverser laufender Forschungsaktivitäten bilden oder gar Schwerpunkte einzelner, Institutionen, darunter die z.T. bereits oben genannten, sind. Dieser Abgleich der Themenstellung soll verhindern, dass es zu Parallelforschungen kommt. Nicht zuletzt aus finanziellen und organisationsökonomischen überlegungen hinaus kam und kommt es für die Planung des Programms darauf an, einerseits Absprache und Koordination mit den an bibliotheksgeschichtlichen Fragestellungen interessierten Institutionen zu betreiben und andererseits vor allem Themenbereiche für einzelne Projekte ins Auge zu fasen, die bislang noch nicht oder nur peripher von der bibliotheks- und buchgeschichtlichen und der allgemein-historischen Forschung behandelt wurden. Ferner wurde bei der Planung des Programms darauf geachtet, dass der finanzielle Rahmen des Programms ein zeitlich oder räumlich flächendeckende Aufarbeitung von Quellen kaum gestatten kann, ein Gesichtspunkt, der auch für die Weiterführung des Programms die Notwendigkeit der Konzentration auf Schwerpunkte eindeuting belegt. Diese Konzentration bringt es mit sich, dass sich für das Programm ungeachtet der Tatsache, dass die epochalen oder anderen thematischen Schwerpunkte bei einzelnen Bibliotheken oder Regionen sehr unterschiedlich verteilt sein können, im Grunde genommen drei grössere Zeitabschnitte anbieten: dazu zählen in erster Linie das Spätmittelalter und die frühe Neuzeit (die Zeit etwa von 1450 bis 1600, also die Zeit Gutenbergs sowie der Gründung und Entwicklung von Rats-, Universitäts- und Fürstenbibliotheken), das 19. Jahrhundert (mit seinen Universitäts- und Bibliotheksgründungen, der Entwicklung des Buch- und Verlagswesens, der Wissenschaften allgemein und anderem mehr) sowie das 20. Jahrhundert. Gerade das 20. Jahrhundert ist wohl von einigem Interesse, da die heutigen Verhältnisse in einigen Bibliotheken (Struckuren, Bibliotheksbauten u.ä. mehr) nicht selten von den historischen Umständen Ende des letzten und Anfang dieses Jahrhunderts determiniert sind.

Zum Stand des Programms.

Der Start des Programms verlief überaus vielversprechend. Interessant ist dabei, in welcher Weise sich die einzelnen Vorhaben strukturell bzw. typologisch darstellen.

Die Interessen richten sich einmal auf überregionale Repertorien, wie es etwa die Herzog August Bibliothek in Wolfenbüttel mit dem Projekt "Übersicht über Bibliotheksarchive in der Bundesrepublik Deutschland" anstrebt. Die überlieferten archivalischen Quellen zur Geschichte einzelner Bibliotheken in der Bundesrepublik und Westberlin sind überregional weitgehend unbekannt, und auch in den Bibliotheken selbst fehlt häufig eine genauere Vorstellung über Art und Umfang der vorhandenen Archivalien. Diese Quellen sind die Grundlage für die Geschichte der einzelnen Bibliotheken. Darüber hinaus können sie jedoch Aufschlüsse zu verwandten Disziplinen, wie Buchandelsgeschichte (Zugangsbücher, Rechnungsbelege) sowie Bildungs- und Wissenschaftsgeschichte (Quellen zur Benutzung, Briefe) geben.

Überregional angelegt ist auch das Projekt des Lehrstuhls für Bibliothekswissenschaft der Universität zu Köln, das die Bestandsaufnahme gedruckter Katalogue deutscher Bibliotheken im 19. Jahrhundert zum Ziel hat. Das Projekt soll die Basis für eine entsprechende Bewertung gedruckter Katalogue im 19. Jahrhundert erarbeiten, einer Zeit, die kulturell wie industriell und wirtschaftlich von verschiedenen Strömungen beeinflusst wurde, die ihrerseits neue Ausprägungen von Bibliotheken verursachten. Historisch gesehen stellt diese Zeit den Höhepunkt des gedruckten Nachweises von Beständen einzelner Bibliotheken in Form monographisch publizierter Kataloge dar, bedingt durch den Umstand, dass die mit den heutigen Beständen vergleichsweise geringe Zahl der zu verzeichnenden Titel ein solches verfahren noch einigermassen rationell machte. Für künftige, vor allem wissenschaftsgeschichtliche Forschungen wird durch das im Rahmen dieses Projektes zu erarbeitende Repertorium die Möglichkeit eröffnet, sowohl den Aufbau und gegebenenfalls das Schicksal einzelner Bibliothekssammlungen zu verfolgen als auch anhand des sachthematischen Registers übergeordnete thematische Schwerpunkte im Bestandsaufbau von Bibliotheken sowie in der ihnen zugrunde liegenden Erwerbungspolitik zu untersuchen.

Regional begrenzt, freilich nur im geographischen Sinne und nicht im wissenschaftlichen Interesse, ist das Vorhaben der Fachhochschule für Büchereiwesen in Stuttgart, das sich der Erfassung archivalischer Quellen zur Geschichte des öffentlichen Büchereiwesens im Königreich Württemberg im 19. Jahrhundert zuwendet. Ausgangspunkt des Projektes bot die Erkenntnis, dass die Bedeutung der Volksbibliotheken für die Bildungs- und für die Sozialgeschichte des 19. Jahrhunderts längere Zeit in der Forschung relativ unberücksichtigt geblieben ist. Am Beispiel des Königreiches Württemberg sollen in diesem Projekt die Quellen zur Geschichte einer regionalen, flächendeckenden Literaturversorgung erschlossen werden. Das königreich Württemberg bietet sich für ein solches Projekt an, weil es sich um ein überschauberes historisches Territorium handelt und die Arbeiten auf zwei eng benachbarte Archive (Ludwigsburg und Stuttgart) konzentriert werden.

Vergleichbar mit diesem Projekt im Hinblick auf die regionalgeschichtliche Eingrenzung ist das Vorhaben der Bayerischen Staatsbibliothek München, in dem die archivalischen Quellen zu heute nicht mehr als eigenständige Institutionen existenten Bibliotheken aufgearbeitet werden. Die Bayerische Staatsbibliothek München besitzt in einer durch Johann Andreas Schemeller 1834 angelegten Sammlung von Katalogen der säkularisierten Kloster- und Korporationsbibliotheken sowie der 1558 gegründeten Münchener Hofbibliothek eine wichtige Quelle für die Erforschung der Geistesgeschichte Altbayerns seit dem Beginn der Neuzeit. Weitere Bibliothekskataloge Altbayerns haben sich in staatlichen Archiven erhalten, in die sie zusammen mit den Klosterarchivalien gelangt sind. Solche Kataloge altbayerischer Bibliotheken finden sich überwiegend im Bayerischen Hauptstaatsarchiv in München. Es ist seit langem ein Desiderat, diesen Bestand an Bibliothekskatalogen der Forschung besser zugänglich zu machen.

Als überregional in der Bedeutung, wenngleich thematisch eingeschränkt ist das Projekt des Deutschen Literaturarchivs in Marbach anzusehen, in dem mit der Erschliessung des bibliothekarischen Teils des in Marbach liegenden Nachlasses von Erwin Ackerknecht wichtige Erkenntnisse zur Geschichte beider Sparten des Bibliothekswesens, vor allem des öffentlichen Bibliothekswesens als eines Teil der Bildungsgeschichte gewonnen werden sollen. Ähnliche Ewartungen werden auch an das Projekt des Universitätsbibliothek Heidelberg geknüpft, in dessen Rahmen ein Inventar der Quellen zur Geschichte dieser überregional bedeutsamen Bibliothek in der Zeit von 1870 bis 1945 erstellt wird.

Resumee und Ausblick.

Wenn die Deutsche Forschungsgemeinschaft mit der Errichtung dieses überregionalen Programms durch die Finanzierung von Personalstellen, Sach- und Reisemitteln zugunsten einzelner Projektträger sowie durch die Begutachtung, Bewertung und Beratung der Projekte und des Programms einen Beitrag zur Erschliessung historischer Quellen zu verschiedenen Fragestellungen leistet, so geschieht dies nicht allein aus bibliothekshistorischem bzw. buchgeschichtlichem Interesse; vielmehr soll mit dem Programm die auch mancherorts schon vorhandene Forschung auf dem Gebiet der historischen Buchbestände verstärkt und erweitert und damit die infrastrukturellen Bedingungen für Wissenschaft und Forschung verbessert werden. Wenn dabei auch das Bewusstsein für den kulturgeschichtlichen Stellenwert, aber auch für die verschiedenartigen, nicht allein physisch-chemischen Gefährdungen älterer Bestände geschärft wird, würde das Programm noch weiteren Zielen dienen. Die letztere Erkenntnis lässt sich freilich nicht allein von individuellem oder kollektiven wissenschaftlichem Interesse her ableiten; Bibliotheksgeschichte als Teil der Bibliotheksforschung und der allgemeinen Geschichtswissenschaft ist nämlich nicht allein Bestandteil nationaler Forschung, sondern vor allem auch internationaler wissenschaftlicher Kommunikation.

Die Geschichte der IFLA als Forschungsgegenstand – Herausforderung und Verpflichtung

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ABSTRACT

Anlässliche des 60. Jahrestages der Gründung der IFLA geht der Autor auf wesentliche Entwicklungsetappen der Organisation ein und skizziert die Jahre 1927, 1947, 1967 und 1977. Besondere Berücksichtigung finden die Beziehungen zu Völkerbund und UNESCO, verdeutlicht wird die wachsende Ausstrahlungskraft der IFLA auf dem Wege zu einer Weltorganisation und die Rolle einer längerfristigen Planung der Aktivitäten. Bei der gegenwärtigen Diskussion um die Überwindung der Krise der IFLA, die vor allem in der unzureichenden finanziellen Absicherung der Kernprogramme besteht, sind auch die Erfahrungen der Vergangenheit zu berücksichtigen.

Die Geschichte der IFLA sollte für alle fachgremien Herausforderung und Verpflichtung sein, entsprechende Forschungsvorhaben sind vom Round Table Bibliotheksgeschichte anzuregen.

1. Das Thema

Im Jahre 1987 begeht der Internationale Verband der bibliothekarischen Vereine und Institutionen – IFLA – den 60. Jahrestag seiner Gründung. Ein solches Jubiläum sollte uns veranlassen, über die Geschichte dieser Organisation nachzudenken und aus der Analyse ihrer Entwicklung über sechs Jahrzehnte vor allem auch Impulse für die Gegenwart und Zukunft der Organisation zu gewinnen.

Die Geschichte der IFLA ist bisher nur in ihren groben Umrissen und Entwicklungslinien erforscht und publiziert worden, verdienstvolle Arbeiten wie der aus Anlass des "goldenen" IFLA-Jubiläums 1977 erschienene Sammelband "IFLA's First Fifty Years"[1], die Beiträge von Peter Havard-Williams[2], Serpil de Costa[3], Robert Vosper[4], Frances Laverne Carroll[5,6] und Margreet Wijnstroom[7,8] sind nicht mehr (aber auch nicht weniger) als wertvolle Beiträge zu einer noch ausstehenden Gesamtdarstellung der IFLA-Entwicklung von 1927 bis zur Gegenwart.

Ein solches Forschungsvorhaben sollte für uns gleichermassen Herausforderung und Verpflichtung sein und in kollektiver Arbeit in Angriff genommen werden – ausgehend vom Round Table Bibliotheksgeschichte sind Anregungen und Vorschläge auch an den Executive Board der IFLA zu übermitteln. IFLA muss sich – kurz gesagt – mehr als bisher um seine eigene Geschichte kümmern – wer sollte es denn wohl sonst tun?

Ausgehend von einem im vergangenen Jahr von mir begonnenen Forschungsprojekt "Die Entwicklung der IFLA nach dem 2. Weltkrieg "unter besonderer Berücksichtigung der Mitwirkung der sozialistischen Länder und der Beziehungen zur UNESCO" möchte ich nachfolgende einige Bemerkungen zu Entwicklungsetappen der IFLA machen und dabei einzelne Jahreszahlen herausgreifen.

2. Das Jahr der Gründung – 1927

Über die Entstehung der IFLA ist schon viel geschrieben worden, während der Schlusssitzung des Jahreskongresses der "Library Association" in Edinburgh unterzeichneten die Vertreter von 15 nationalen Bibliotheksverbänden eine Resolution, die die Gründung eines "International Library and Bibliographical Committee" zum Gegenstand hatte. Damit waren die jahrzehntelangen Bemühungen von an der internationalen Zusammenarbeit besonders interessierten Bibliothekaren aus verschiedenen Ländern endlich von Erfolg gekrönt und eine internationale Organisation – die dann 1929 ihren heutigen Namen "IFLA" annahm – hatte das Licht der Welt erblickt.

Sicherlich war es kein Zufall, dass die 50. Jahreskonferenz der LA zum Gründungsort der IFLA wurde – der Gastgeber unserer dies jährigen IFLA-Tagung ist der zweitälteste Bibliotheksverband der Welt und bis auf den heutigen Tag der internationalen Arbeit zutiefst verbunden. 60 Jahre IFLA heisst also gleichzeitig auch 110 Jahre Library Association: Glückwunsch an unsere britischen Kollegen! Ein wesentlicher Faktor für das Zustandekommen der IFLA war aber auch das generelle politische Klima nach dem 2. Weltkrieg, das durch die Bildung des Völkerbundes (1919) seiner Kommission für geistige Zusammenarbeit (ab 1922 tätig) und die Einrichtung eines Internationalen Instituts für geistige Zusammenarbeit (im Januar 1926 in Paris eröffnet) gekennzeichnet war. Internationale Kooperation, der Austausch von Meinungen und Ideen war das Gebot der Zeit, man glaubte, aus dem 1. Weltkrieg die richtigen Lehren gezogen zu haben und setzte sich u. a. zum Ziel, mit den Mitteln von Wissenschaft und kunst eine der friedlichen Lösung der internationalen Probleme günstige Stimmung zu schaffen.

IFLA war zunächst eine vornehmlich europäisch-nordamerikanische Angelegenheit, Gäste aus Übersee waren selten. Die Mitgliedschaft wuchs langsam, zehn Jahre nach ihrer Gründung vereinigte IFLA 35 nationale Verbände aus 25 Ländern. Tonangebend waren die Vertreter der National- und Universitätsbibliotheken, die öffentlichen Bibliotheken wurden erst ab 1932 mit der Bildung einer Unterkommission zögernd in die IFLA-Arbeit einbezogen. Teilnehmer waren in der Regel nur die offiziellen Delegierten der Mitgliedsverbände, kaum mehr als 50 Personen kamen so zusammen.

Der 2. Weltkrieg unterbrach die Entwicklung der IFLA so wie jegliche internationale Zusammenarbeit. Welche Ironie des Schicksals, dass die letzte IFLA-Tagung im Juli 1939 auch im Friedenspalast in Den Haag tagte und der 3. Weltkongress der Bibliotheken und Bibliographie 1940 im faschistischen Deutschland stattfinden sollte – dem, Land, des wenige Wochen später den verherendsten aller bisherigen Kriege in der Geschichte der Menschheit auslöste!

3. Das Jahr des Neubeginns – 1947

Zwei Jahre nach dem Ende des 2. Weltkrieges, der auch in den Bibliotheken irreparable Schäden hervorgerufen hatte, trafen sich in Olso 52 Delegierte aus 18 Ländern, um eine Bestandsaufnahme zu machen und IFLA wiederzubeleben. Erste Vorarbeiten dazu hatten bereits 1946 begonnen und erleichternd wirkte sich aus, dass der Präsident, M. Godet, und der Sekretär, A. C. Breycha-Vauthier (Bibliothekar des Völkerbundes und ab 1946 Leiter der UNO-Bibliothek in Genf) von der Schweiz aux ein Minimum an Kontakten auch während des 2. Weltkrieges aufrecht erhielten.

Bestimmend für die IFLA-Tanung in Oslo war die Unterzeichnung einer Vereinbarung mit der UNESCO. Die Spezialorganisation der Vereinten Nationen für Erziehung, Wissenschaft und Kultur war erst im November 1946 offiziell gegründet worden und hatte sofort damit begonnen, Kontakte zu den wichtigsten nichtstaatlichen internationalen Organisationen in ihrem Zuständigkeitsbereich aufzunehem. IFLA gehörte dazu und der von E. J. Carter, Berater für Bibliotheken und Museen im UNESCO-Sekretariat Paris, vorgelegte Vertragsentwürf wurde von den Delegierten mit grosser Zustimmung aufgenommen. Damit wurden die Fundamente für eine jetzt schon mehr als 4 Jahrzehnte währende enge Zusammernarbeit zwischen IFLA und UNESCO gelegt, deren Bedeutung in unseren Tagen immer wieder hervorgehoben werden muss.

Neban der Neuwahl eines Präsidenten stand auf der Tagesordnung der Beratungen in Oslo die Reorganisation der Unterkommissionen des Verbandes, von denen es nunmehr dreizehn gab. In der Diskussion wurde auch die Forderung nach einer eigenständigen Unterkommission für Bibliotheksarbeit mit Kindern erhoben, aber trotz zahlreicher verbaler Unterstützungen sollten noch acht Jahre vergehen, bis diese Bemühungen von Erfolg gekrönt wurden. 1947 stellte einen neuen Anfang dar, vor nunmehr vier Jahrzehnten war auch vielen Bibliothekaren klar geworden: "Es gab keine Möglichkeit zurückzublättern und unsere Arbeit dort fortzusetzen, wo wir 1939 aufgehört hatten. Wir mussten unsere Ziele, unsere Beziehungen, unsere Motivationen neu bestimmen."[9] Dieses war zweifellos eine reichtige Einsicht, wobei die nähere Betrachtung der IFLA in diesen Jahren den Eindruck erweckt, als ob vielmehr eine Phase der Rekonstruktion einsetzte. zumal die Mitgliederzahl nur langsam wuchs und die alten Strukturen und Arbeitsformen beibehalten wurden. Typisch war dafür auch der Eurozentrismus der IFLA, der sich u .a. in der Tatsache äusserte, dass bis 1967 alle IFLA-Tagungen auf dem "alten Kontinent" abgehalten wurden.

4. Ein "normales" IFLA-Jahr – 1967

1967 fand erstmals eine IFLA-Tagung ausserhalb Europas statt, die kanadische Industrie- und Universitätsstadt Toronto konnte über 300 Teilnehmer bergrüssen. Zum zweiten Male wurde ein Generalthema gewählt, dem nicht nur die Plenarsitzungen, sondern auch die öffentlichen Sitzungen der Sektionen und Kommissionen gewidmet werden sollten ("Library service for a nation covering a large geographical area"). Aus den sozialistischen Ländern waren insgesamt 33 Delegierte gekommen, darunter auch zwei aus der DDR – unser Bibliotheksverband war noch im Jahr seiner Gründung (1964) der IFLA beigetreten. Der IFLA gehörten 86 Verbände und 88 assoziierte Mitglieder (Bibliotheken) an – diese neu Kategorie war mit dem überarbeiteten Statut von 1964 eingeführt worden.

Mit dem Wachstum der Organisation waren auch Veränderungen der Arbeitsweise notwendig geworden, dazu gehörten u. a. die Einrichtung eines Ständigen Sekretariats (1962), die Herausgabe eines Mitteilungsblattes "IFLA-News" (ebenfalls 1962) und vor allem der Beginn einer längerfristigen Planung der IFLA-Arbeit. 1963 erschien

nach gründlicher Vorarbeit "Bibliotheken in der Welt" – ein langfristiger Plan der IFLA, der bis zur Mitte der 70er Jahre die programmatische Grundlage der Arbeit dieses auf dem Wege zu einer Weltorganisation befindlichen Verbandes darstellte. Erstmals wurde versucht, die Fragen der Bibliotheksarbeit in umfassende gesellschaftspolitische Entwicklungen und Zusammenhänge einzuordnen und die wichtigsten Tätigkeitsfelder zu beschreiben. Bibliotheksplanung war generell zu einem Thema der Bibliothekare geworden, wesentlich beeinflusst durch die Arbeiten von Carlos Victor Penna, bekannt geworden spätestens 1967 durch seinen Artikel im "UNESCO Bulletin for Libraries".[10]

Penna war auch der offizielle Vertreter der UNESCO auf der IFLA-Tagung in Toronto, in seiner Rede charakterisierte er die neue Stufe der Entwicklung die ser Organisation, die u. a. zur Bildung eines Departments (Hauptabteilung) of Documentation, Libraries and Archives führte, und wichtige Arbeitsfelder: Bibliotheksplanung, Standardisierung, vereinheitlichte Ausbildung. Gleichzeitig wurde die Notwendigkeit einer engeren Zusammenarbeit mit der IFLA und den anderen beiden internationalen nichtstaatlichen Organisationen (NGO) – FID und ICA – betont. Die UNESCO lud in diesem Jahr 1967 zu zwei Beratungen nach Paris ein, Teilnehmer waren die Sekretäre bzw. Präsidenten und Sekretäre der NGO's. Einer der Vorschläge war, Vertreter der drei Organisationen in den neugegründeten Internationalen Beratungsasschuss für Dokumentation, Bibliotheken und Archive (International Advisory Committee on Documentation, Libraries and Archives – IACODLA) zu berufen. Der Ausschuss nahm im Herbst 1967 seine Tätigkeit auf, parallel dazu begann die Arbeit an UNISIST-Programm mit der Gründung des UNESCO/ICSU Central Committee on the Feasibility of a World Science Information System.

1967 zeichnete sich schon die Notwendigkeit neuer tiegreifender Veränderungen von Programmen, Struktur und Arbeitsweise der IFLA ab, die beim Übergang zu den 70er Jahren zur Einsetzung einer Programm-Ent-wicklungs-Gruppe (1969), der Einrichtung des ständigen Sekretariats unter Leitung von Margreet Wijnstroom in Den Haag (1971) und der Durchführung des ersten IFLA/UNESCO-Seminares für Bibliothekare aus Entwicklungsländern in Liverpool (ebenfalls 1971) führten.

5. Das "goldene" IFLA-Jubiläum – 1977

Der 50. Jahrestag der Gründung der IFLA war ein willkommener Anlass, 1977 in Brüssel zum vierten Mal seit 1927 einen "Weltkongress der Bibliothekare" durchzuführen – vorher hatte man sich bereits in Rom, Florenz und Venedig (1929), Madrid und Barcelona (1934) und in Brüssel (1955) getroffen. Die Neuauflage eines solchen Kongresses in der belgischen Hauptstadt sollte vor allem die vielfältigen Beziehungen des Bibliothekswesens zu Bildung, Wissenschaft und Kultur demonstrieren. Man hatte sorgfältig ein attraktives Programm vorbereitet, prominente Gäste eingeladen und auch die Öffentlichkeit gesucht. Mehr als 1700 Teilnehmer fanden sich unter dem Generalthema "Bibliotheken für alle – aine Welt der Information, der Kultur und des Lernens" zusammen und erhielten einen Eindruck von den "Herausforderungen der Zukunft" – so das Motto der Schlusssitzung.

IFLA war in sein Jubiläumsjahr gut vorbereitet gengangen: nach langwierigen und manchmal sehr Kontrovers geführten Diskussionen war es 1976 gelungen, ein neues Statut zu verabschieden. Wichtige Veränderungen waren die Einführung des Stimmrechtes für institutionelle Mitglieder, die neue Struktur der IFLA mit den Sektionen als Grundeinheiten und ihren gewählten Ständigen Ausschüssen als Basisgremien, die Bildung übergreifender Abteilungen und eines Fachrates (Professional Board). Die neuen Ständigen Ausschüsse trafen sich erstmals in Brüssel und berieten ihre Aufgaban bei der Verwirklichung des Mittelfristigen Programms 1976 – 1980, das im Januar 1976 von der Programmentwicklungsgruppe der IFLA unter Leitung von C. Reedijk vorgelegt worden war. Neben UBC war ein neues, umfassendes Programm getreten – UAP (Universal Availability of Publications). Die nunmehr über 800 Mitglieder aus 102 Ländern konnten besser und umfassender über die Entwicklung ihrer Organisation informiert werden, die Geburt einer neuen Zeitschrift, "IFLA-Journal" genannt, machte dieses möglich. Kurz gesagt: IFLA war zu neuen Horizonten aufgebrochen, zeigte sich selbstbewusst und optimistisch und für die Zukunft gerüstet.

1977 war auch ein Jahr bedeutender Veränderungen und Umstrukturierungen im Rahmen der UNESCO. Auf der 19. Generalkonferenz im Herbst 1976 in Nairobi hatte Generaldirektor M'Bow einen Bericht vorgelegt, der die Notwendigkeit einer Zusammenfassung aller Aktivitäten im Informationsbereich umfassend begründete. Die parallele Entwicklung der Programme UNISIST (beschlossen 1971) und NATIS (beschlossen 1974) hatte zu Doppelarbeit und Verwirrung, auch und besonders in den Mitgliedsstaaten, geführt. So wurde die Bildung des Informationsgesamtprogramms der UNESCO (General Information Programme) auch von der IFLA begrüsst, zugleich unterbreitete man konkrete Vorschläge für die weitere Zusammenarbeit.

1977 war also ein erfolgreiches Jahr in der Geschichte von IFLA und UNESCO. Wie sieht es 10 Jahre später aus?

6. IFLA (und UNESCO) in der Krise? – 1987

Im Jahr des 60jährigen Bestehens der IFLA finden sich die Bibliothekare aus aller Welt im berühmten Bade – und Konferenzort Brighton zusammen, das Generalthema der 53. Ratstagung und Generalkonferenz lautet "Bibliotheken und Informationsdienste in einer sich verändernden Welt". Das angekündigte Fachprogramm – die Plenarsitzungen, Beratungen der Abteilungen, Sektionen und Round Tables, Besichtigungen und Ausstellungen – versprechen ebenso wie der von der britischen Gastgebern vorbereitete kulturelle und gesellshaftliche Rahmen einen interessanten und nutzbringenden und Austausch von Ideen, Meinungen, Erfahrungen über die Gegenwart und Zukunft der Bibliotheks- und Informationsarbeit. Immer mehr wird deutlich, dass sich die Fachdiskussion im Spannungsfeld zwischen zwei Polen bewegt: der Anwendung moderner Technologien einerssits und der Sammlung und Bewahrung des kulturellen Erbes der Menschheit andererseits. Beiden Aufgaben haben sich Bibliotheken und Bibliothekare zu stellen, es geht nicht um ein entweder oder sondern ein sowohl als auch. Im Vorfeld dieser IFLA-Tagung fand im November 1986 in Den Haag eine. "brainstorming session" statt, zu der IFLA-Präsident Hans-Peter Geh eine Arbeitsgruppe zusammengerufen hatte. Gegenstand waren Struktur, Organisation und Management der fachlichen Aktivitäten der IFLA, man beschäftigte sich u. a. mit den Kernprogrammen, den Aufgaben der Abteilungen, Sektionen und Round Tables, der Rolle des Fachrates (Professional Board) und vor allem der Finanzierung. Der Bericht überdiese Beratung wird eingeleitet mit der Feststellung, dass sich IFLA in einer gewissen Krise befinde: "Das Fachwissen ist vorhanden, aber das Geld zur Befriedigung der Bedürfnisse des modernen Bibliothekswesens fehlt." Fragen der Finanzierung haben schon immer eine entscheidende Rolle bei der Gestaltung der fachlichen Arbeit der IFLA gespielt, aber in der Gegenwart stellen sich diese angesichts ihres Charakters als Weltorganisation mit über 1200 Mitgliedern in 122 Ländern und der zunehmenden Verflechtung und Komplexität der Bibliotheks- und Informationsarbeit un neuer Schärfe. Sicherlich ist es notwendig, Aufgaben, Struktur und Arbeitsweise immer aufs neue einer strengen Prüfung zu unterziehen, aber man sollte dabei nicht das Kind mit dem Bade ausschütten, sprich bei der Suche nach neuen Wegen auf bewährte Erfahrungen der Vergangenheit verzichten.

Auch in der UNESCO spricht man von einer Krise, die Ausdruck einer weltweiten Krise der internationalen multilateralen Beziehungen sei und besonders im System der Vereinten Nationen in Erscheinung tritt. Damit sind wir bei Grundfragen des künftigen Zusammenlebens der Menschheit und der Notwendigkeit eines neuen Denkens im Atomzeitalter angelangt. Die internationalen Beziehungen auf allen Ebenen und in allen Bereichen können nicht auf der Basis einer Politik der Stärke und der Konfrontation gedeihen, sie bedürfen einer Humanisierung und des Vertrauens zwischen den Partnern in West und Ost, Nord und Süd. Eine weltweite Reduzierung und schliesslich Auflösung aller Waffenarsenale ist die Aufgabe bis zum Ende unseres Jahrtausends, welche Mittel würden für die Entwicklung von Wissenschaft, Kultur und Bildung und damit auch für Bibliotheken – freiwerden! Wir alle können dazu beitragen, natürlich mit unseren spezifischen Mitteln und Möglichkeiten, durch Förderung der Zusammenarbeit zwischen den Völkern zur Erhaltung des Friedens und der Sicherheit beizutragen, wie es die Verfassung der UNESCO fordert. IFLA ist auch weiterhin gut beraten, die Zusammenarbeit mit UNESCO zu pflegen, wie sie sich in vier Jahrzehnten entwickelt hat.

7. Schlussbemerkungen

Auf acht Seiten habe ich versucht, einige Aussagen zur Entwicklungsgeschichte der IFLA zu treffen und uns dabei an Gegenwart und Zunkunft heranzuführen. Beschäftigung mit der IFLA-Geschichte ist eine permanente Herausforderung und Verpflichtung für jedes IFLA-Gremium, sie sollte nicht nur aus der Perspektive des Executive Boards oder Generalsekretärs geschrieben werden, sondern auch vom Standpunkt der Sektionen und Round Tables, der Mitgliedsverbände und -einrichtungen, heutiger und früherer IFLA-Funktionäre und Tagungsteilnehmer. IFLA- Geschichte setzt sich aus vielen Mosaiksteinchen, aus offiziellen Berichten und persönlichen Eindrücken, zusammen. Die Entwicklung des Bewusstseins unserer eigenen Geschichte hilft uns bei der Lösung der Probleme von Gegenwart und Kukunft. Meine Gratulation zum 60. Geburtstag der bibliothekarischen Weltorganisation und den vielen Enthusiasten, die sie zu dem gamacht haben, was sie heute ist.

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112-RTELJ-1-E

Scholarly Writing and Desktop Publishing

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This talk will briefly discuss the past and present context of American scholars using computers to prepare their scholarly publications. It will then discuss several issues in more detail, including:

- The development and use of "Standards" for computing software and hardware to reduce the levels of confusion for authors and publishers;
- The world of "desktop publishing" for academic writing and communication;
- The near-term future of computer-assisted scholarly writing.

Brief Historical Analysis

Academic writers in the United States made relatively little use of computers for writing before the middle 1970's, since computer-assisted text production systems (software and hardware) were rudimentary and since most scholars did not have easy or continuous access to computing systems. During the middle and late 1970's, the first of these problems was removed with the development of more sophisticated text processing software systems. Large, specialized word-processing systems were developed by IMB [1], Wang, Digital Equipment Coporation and others. Beginning in the late 1970's and continuing through the present, the second difficulty is also disappearing as more and more scholars obtain control of and full-time access to personal computers. Personal computers (i.e., microcomputers whose costs are low enough for individual scholars to obtain for themselves) manufactured by Apple, Tandy (Radio Shack), and a few others in the late 1970's, and by IBM and many others since 1982 have made computing hardware widely accessible. Software to assist writing (i.e., word or text processing) has always been among the first available software for new computing hardware.

Current Situation

Now, in the late 1980's, the situation for word processing with personal computers is complex, confusing, competitive, and exciting. Scholars have an abundance of choices for text processing systems to help create and refine their written work. There are hundreds of software systems for text editing, of which perhaps 10-20 dominate the academic marketplace.[2]

This abundance of riches had led, however, to difficulties. These difficulties are partly of a Tower of Babel nature, in which too many different varieties of word processors are available that cannot communicate easily with each other. When authors attempt to communicate and collaborate with their colleagues, their editors, their publishers, or with anyone else, they often discover that differences and incompatiblities among their text processing systems make it difficult to exchange or share their documents in electronic, machine-readable forms (either by exchanging diskettes or by using telecommunication connections between their computers). They can, and do, exchange their documents in paper form, but that greatly diminishes the opportunity to take full advantage of their computer-assisted text processing systems.

Development and Importance of "Standards"

Significant improvements to this current state of affairs have begun to occur because of the development of "standards" in the area of computer-assisted text processing. "Standard" imply that some parts of the text processing world agree to abide by the same rules in designing their hardware/software systems. These standards are evolving from two sources, I believe. First, commercial pressures within the text processing industry are eliminating the less successful systems (and causing some systems to emulate the most successful products) and leading to what I would call "de facto standards." Second, professional associations and industry-wide committees have been specifically asked to develop standards, which might be called "committee standards."[3]

The development of these standards affects each of the three components of text processing. These components are: 1) The initial creation and subsequent editing of the text itself, or the "Editing Process"; 2) The division of that text into structural units, or the "Formatting Process"; and 3) The printing of that text onto paper, or the "Printing Process." Standards (either *de facto* or committee) have ahd the least influence on the Editing Process, although there are some rules and similarities in the manner that different systems use the pointing keys (i.e., the arrow keys to move the cursor), the function keys on IBM-PC compatible computers, the pointing devices (e.g., the computer "mouse" which is part of the Apple Macintosh and other systems) to perform their editing functions. Standards have affected the formatting and printing processes to a much greater extent.

The two most important standards which affect the Formatting Process are: 1) the evolution of Donald Knuth's *de facto* standard formatting system called TeX: 2) the growth of a committee-developed standard called Standard Generalized Markup Language, or SGML. SGML has been co-developed by IBM, the Unted States Department of Defense, Aspen Systems, the Association of American Publishers; and a consortium of relevant groups including the Association of Research Libraries. Less important, but still influential, are the Scribe system and the TROFF system, both of which are *de facto* in nature. Two more recent systems are becomming important, the *de facto* system from IBM called Document Content Architecture (DCA) and the committee-developed system called Office Document Architecture (ODA). ODA is in an earlier state of development, partly managed by the International Standards Organization, the American National Standards Institute, and others.

Interestingly, note that the development and acceptance of such standards show some disciplinary and geographic differences. For example, mathematicians prefer TeX more than historians do, and SGML/AAP seems to have more acceptance in the United States while ODA has somewhat greater popularity in Europe.

The Printing Process also holds some standards, all ‹i.de facto and all recent, which have become important: PostScript from Adobe Systems; Document Description Language (DDL) from Imagen; Printer Command Language from Hewlett-Packard; IMPRESS from Xerox; and a new standard from Digital Equipment Corporation. Although all of these are important to some groups, PostScript seems to be generating the most interest and gathering the most widespread support in the industry.

In addition to these standards and evolving standards, a small amount of software has been "translated" from one system to another, and thus exported or imported from one system to another. Examples of Editing systems for personal computers which allow some of these translations are Miscroft Word, Enable, WordPerfect, and Sprint for the IBM/PC hardware and Microsoft Word for the Macintosh hardware. A Formatting system called LaTex enables some translation between TeX and Scribe, and the DCA and ODA standards may permit some exchange. Finally, Printing standards will allow many Editor/Formatter systems to use a single powerful printing systems because the different Editor/Formatter systems share the same Printing standards (such as PostScript) to control the final output of text and images onto paper.

Thus scholars can now choose text processing systems wich adhere to one or more of these standards and be more successful in exchanging documents with their peers, editors, or publishers who adhere to the same standards. As more scholars adhere to a small number of standards, these standards becomes more nearly universal and more useful.

"Desktop Publishing" for Scholarly Publishing

"Desktop Publishing" is a term which currently receives a great deal of attention in the marketplace. Basically, desktop publishing refers to the ability to integrate text with tables/figures/pictures in a multi-column environment, without the labor and difficulty of manual paste-up efforts. Desktop publishing also often implies that text created by the author, on his or her personal computer, will be able to interact easily and successfully with a publisher's photoypsetting equipment. Even further, some definitions of desktop publishing imply that the author will have direct access to a printing device (such as a laser printer) wich is capable of creating copy of sufficiently high quality that it can be sent directly to the printer in its camera-ready form.

I believe that for the next three to five years there will be relatively few incentives for scholars to use desktop publishing in their scholarly publishing, because publishers will continue to use their traditional procedures which involve sending authors' work to a commericial editing/typsetting/publishing system before it is printed in its archival-quality journal or book.

If however, more publishers (e.g., Academic Press, Cambridge University Press, Elsevier, Pergamon, University presses, etc.) begin to accept articles or manuscripts from authors which follow one of the editing, formatting, or printing "standards" (TeX and SGML are the leading candidates during the late 1980's), scholarly publishing will benefit from desktop publishing more quickly. Even now, though, scholars (or their secretaries) are beginning to use desktop publishing systems to create teaching materials, consulting materials, and less formal scholarly communications such as drafts, initial submissions, and pre-prints distributed to their peers. These computer-based versions are somtimes sent to colleagues on diskettes via the postal services and are sometimes sent via electronic communication, as well as on paper.

Future of Computing and Publishing

The benefits and costs of text processing systems in scholarly publishing are mixed, I believe. It is already clear that many benefits derive from an easier transition from ideas to words to manuscripts to printed journals, and then easier transmission to scholarly writing among scholars. The development and adoption of both "Standards" and software which can translate among standards is extremely important. The United States National Science Foundation has recently supported a multi-universal effort, for which the University of Michigan and Carnegie-Mellon University are the major participants, called Experimental Reseaerch in Electronic Submission (EXPRES). The main goal of the EXPRES project is to develop a mechanisim to allow easier transmission of NSF proposals between scientists and the NSF and among scientists themselves. Some of the EXPRES project is employing the TeX dormatting standard as a central tool in its system.

In addition, text processing system are developing more powerful capabilites to manage outlines, references and bibliographies, and even complex cross-referencing schemes (e.g., "hypertext" systems), further developing the components that feed into scholarly publishing.

Journal editors and staffs will welcome the easier transmission of articles submitted by authors to the journal, between the journal and its referees, and between the journal and its printer. For example, the cost of re-keying text and proofreading text will be avoided if the author's original text can be used in its electronic form. Less tangible benefits may also be obtained from the closer, more intimate control that the author maintains over the final product of his or her scholarship.

Problems also exist, some of which are better understood than others. First, there will be difficulties in changing from the present methods of publishing to these new procedures of electronic publishing. Some of the current equipment and the current knowledge about publishing will become les valuable. Interestingly, there will still be a strong need for talents and skills in graphic design but authors who serve as their own "publishers" may not have such talents. One solution is for traditional publishers to provide authors with strong guidelines and "style sheets" to enforce the principles of good graphic design.

Second, difficulties will occur in managing the multiple versions of documents wich are created with text processing systems. Historicans and archivists, as well as authors and editors, will have difficulties tracing the development of ideas through multiple revisions of documents if thoes intermediate revisions are electronically erased by authors.

Third, if it becomes very easy for authors to "self publish" or to submit insignificantly revised versions of articles to multiple journals, it may be more difficult to find high-quality scholership among the flood of publications. Easier text production may add to the information overload which already affects us all.

Fourth, high-quality artwork may not be available in electronic formats for a few years, and publications which depend on such artwork will be less appropriate for desktop publishing. (This problem may be revised more quickly than many expect, however as shown by the recent high-quality artwork which was merged with desktop-published text in the book *Whale Song* by M. Simpson and R.B. Goodman, Beyond Words Publishing, Honolulu, Hawaii, 1986.)

There are also many unknown outcomes from the rush toward text processing systems. For example, it is unclear how computer-assisted text systems will affect the traditional forms of scholarly collaboration and collaborative writing. Will the quality of written work improve or worsen as it becomes technically easier to unclude more authors in the writing process? If text processing makes it easier to include multiple authors, will those authors take more time to complete and publish their work than a single author?

Also, I expect there will be large differences in the rate, at which different academic disciplines begin to employ electronic publishing, but these differences among disciplines are not easily predicted. Will the natural sicences use electronic publishing quickly because they already have access to the computing hardware, or will they proceed slowly because their publications are more likely to include phtographs or diagrams which are difficult to create electronically? Will the humanities proceed slowly because they lack the hardware, or proceed quickly because they are more likely to use only text and because they are more likely to publish in book formats (formats which are more amenable to local, self-publishing by small presses)?

Finally, there are economic aspects of electronic publishing which are not well understood. Will electronic publication and communication of scholarly products change the value of the traditional, paper-based scholarly products, thus causing unpredictability and instability in the publishing industry? The rapid expansion of two technologies, telecommunications and optical/CD-ROM disks, are changing the economic values for time-critical and time-independent information.

These technologies for scholarly publication and communication are developing rapidly. There is no doubt that the next three to five years will exhibit a trend toward greater dependence on "standards," as technical and human factors create incentives for greater compatability among systems. The capabilities of these new systems may challenge the traditionally distinct rolles of authors, editors, and publishers, but the process will create new oppotunities for generating and sharing scholarly work.

Notes

1. All corporate and product names are legal names or trademarks of their companies
2. At risk of errors of omission or commission, a list of the most frequently purchased text editors for academic text processing would include: Microsoft Word, WordPerfect, WordStar, MultiMate, NotaBene, XYWrite, and FinalWord II for the IBM-PC style hardware; MacWrite and Microsoft Word for the Apple Macintosh; EMACS and VI for the powerful and more expensive UNIX-based hardware such as the Sun, Apollo, and Digital Equipment's Micro Vax computers.
3. Several of the pre-conference meetings at this IFLA meeting deal with the SGML/AAP and other "standards" for the publishing industry.

IFLA GENERAL CONFERENCE, BRIGHTON

1987

Division: Education and Research

Section: Library Theory and Research

46-THEOR-1-E

Ten years of the Division of Education and Research

By

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Paul Kaegbein

Ten years of the Division of Education and Research

Abstract

In connection with the establishing of the Division of Education and Research in 1977, the formal and professional aspects for the cooperation of the Sections and Round Tables belonging to the Division are described. Focal areas and results of their activities, seminars and projects are listed and put into the frame of international librarianship.

Paul Kaegbein

Ten years of the Division of Education and Research

The structural reform of IFLA which was put into practice in 1977 assigned its professional groups to Divisions and by this induced them to give up their more or less isolated activities and to direct them to closer cooperation. One of the Divisions established at that time[1] was intended to deal with principles and methods of education and research in librarianship. For this purpose, the following units were joint to the Division of Education and Research:

1. The Section on Library Schools and Other Training Aspects which was earlier the Committee on Library Education and since 1973 the Section of Library Schools;
2. the Section on Library Theory and Research which had been established in 1970 as Committee on Library Theory and Research;
3. the Round Table of Editors of Library Journals existing since 1973.

It is obvious that questions of library research are closely connected with problems of library education; there is no need to explain this in detail. The coordination of the two Sections handling these areas with the Round Table mentioned followed the aspect that library journals, besides textbooks and handbooks, are indispensable means for the distribution of research results and therefore also important instruments as well for library education as for continuing education in librarianship. The didactic task of professional journals is not only to provide new informations but also to present adequately new research results.

This combination within one Division of various IFLA professional groups with their different focal points which are nevertheless related to each other has proved to be a success. As practice of the last ten years shows, not only a smooth formal cooperation between the three units mentioned took

place but also intensive professional discussions and, moreover, common projects.

Quite from the beginning, the formal cooperation had a result in the agreement amongst both Sections to be responsible alternatively for the arrangement of the open meetings of the Division at the annual IFLA Conferences. In this way it was shown to the library world that the Division of Education and Research is not only an organisational frame but also a forum for united professional treatment of topics under consideration.

Another formal agreement was that each of the two Sections, through one of its officers, represented alternatively the Division externally. This was the rule also for membership in the Professional Board. In this way, the officers elected for fulfilling such a function are obliged to look evenly after the interests of all units of the Division and to relate them to each other. An important requirement for the successful completion of such a task is a continuous and extensive information about all important events and processes within the Division. To take this aspect into account, not only the officers of the two Sections work together and take, if necessary, decisions in the Executive Committee of the Division but also the officers of the Round Tables in the Division are coopted to this Committee[2] and take part actively in its meetings. During some years, the Chairman of the Round Table of Editors of Library Journals took over the responsibility of the Division's Secretary.[3]

I just used the plural when mentioning Round Tables. This was done on purpose. Already in 1977 the Standing Committee of the Section on Library Theory and Research recommended the establishing of a Round Table on Library History attributed to this Section. This unit began its work one year later after its statuary approval by the Professional Board. The more flexible structure of a Round Table compared with that of a Section makes it possible, by adding specific ex-

perts, to undertake at the international level also such projects for which preconditions are lacking amongst the members of the Standing Committee of a Section. Thus, during the years, it has been found appropriate to establish specific Round Tables also for the areas of research in reading and continuing professional education. The Round Table on Research in Reading was set up in 1984 within the Section on Library Theory and Research, the Round Table on Continuing Professional Education similarly in 1986 within the Section for Education and Training which is, since 1986, the new name of the former Section on Library Schools and Other Training Aspects.

Looking about the professional activities of the Sections and Round Tables in the Division of Education and Research one may first of all ascertain the tendency common to all of these groups to run, in addition to the IFLA Conferences, seminars and symposia in various countries in order to make accessible current problems and research results also to those circles of librarians which are not able to participate in the annual IFLA Conferences. This is due also for those seminars which are organised in connection with the IFLA Conferences because selected experts from developing countries are especially invited to take part in the seminars.

The Division of Education and Research has made an effort to arrange the seminars just mentioned especially under the aspect that questions of education play in important role for librarians in developing countries. Since the end of the seventies, a long-term program has been developed in the Division which planned the organization of educational seminars with regional targets in connection with the IFLA Conferences arranged in various continents.[4]

The first of these seminars took place in 1980 in Manila. There were questions of library education discussed especially for the South-East Asian region.[5] This Seminar was supplemented two years later by another Seminar run in Montreal

for Latin-American librarians and investigating the relations between library education and library research in that part of the world.[6] In 1984, the topic of educating librarians particularly in public libraries at the grassroots level was dealt with in Nairobi as an important question for many African countries.[7] Another educational seminar oriented at the problems of Arabic countries has not yet been realised but it was possible to arrange a similar one for the People's Republic of China in 1986 in Beijing.[8]

It is important to point out that these seminars have been supported intensively, besides by other organisations, by Unesco. The seminars have found their culmination in the International Colloquium on the Harmonisation of Education and Training Programmes for Library, Information and Archival Personnel which took place in Brighton in 1987 in connection with the IFLA Conference. This is a striking example for the inclusion of IFLA's library activities into areas which are also focal points of other international organisations. In this connection one has to mention once more the Bellagio meeting[8] at which IFLA, FID and ICA already in 1980 discussed the possible areas of mutual cooperation. Also educational questions were mentioned there and specific projects agreed upon later on.[10]

This applies also, from the point of view of contents, not only for the seminars already mentioned[11] but also for other areas in which the Section for Education and Training was engaged particularly: the project of harmonisation of education and training projects pursued together with FID/ET and ICA and speeded up in specific seminars in 1983 in Vienna and in 1985 in Varna and also the project of an international guide for library and information science education.[12] These activities carry on with the line of preparing source materials for international use which started with the recommendations of this Section on the standards for library schools.[13]

It became obvious that pursuing such projects which often took many years made it necessary that the coordination of efforts was not restricted to the meetings of the Standing Committee of this Section during the IFLA Conferences only. Therefore it became a rule to have an additional meeting of that Committee during the months around the turn of the year. In this connection also the projects could be given the necessary attention.

This idea of intermediary meetings of the Standing Committee was adopted by the Section on Library Theory and Research and also further developed in the sense of combining these meetings with regional seminars. Such seminars with varied topics in the field of library theory and research took place in 1980 in Poland,[14] in 1982 in Turkey,[15] in 1983 in the German Democratic Republic,[16] in 1984 in the Soviet-union,[17] in 1985 in Finland,[18] and in 1986 in Czechoslovakia.[19] In these seminars also the two Round Tables of this Section participated in later years but they also had their own events.

In May 1987, an International Seminar of the Round Table on Library History was held in Poland with the topic of library history in East and Middle Europe.[20] This Round Table is supporting a library history tour arranged by the Library History Group of the Library Association leading to a number of British libraries with historical significance. Also the Post-IFLA Conference Seminar on "Libraries at Times of Cultural Change" in Brighton in 1987 is organised by the Library History Group on behalf of this IFLA Round Table. The Round Table on Research in Reading held its first specific seminar in 1987 in Manchester. Also the Round Table of Editors of Library Journals followed the concept of own seminars. To be mentioned here are especially the Post-IFLA Conference Seminars[21] in 1982 in Montreal and in 1985 in Chicago. The second of them dealt, besides other questions directed to developing countries, especially with a manual for editors of library journals.[22]

Altogether, one may state that such seminars arranged in addition to IFLA Conferences are not only able to spread intensively the idea of international librarianship represented by IFLA; they also give opportunities to grant the platform needed for regional pecularities in these fields. But emphasis has to be laid on the fact that these specific events can not be taken into account unless national and local bodies are prepared to engage themselves both from the organisational and from the contents' point of view. Therefore, those involved in such kind of meetings are to be thanked very much for their initiatives and their hospitality.

One has to point out furthermore in this connection that the quality of papers presented in the open meetings of the Division and its professional groups in many cases resulted in their publication sometimes also in more than one language.[23] In this way the results of research and professional work contained in these papers could be publicised generally and they could display their influcence and their usefulness also independently from the IFLA Conferences.

In addition to the projects mentioned already which are partly finished, partly yet in process one should draw the attention to the fact that the Round Table on Library History as well as the Round Table on Research in Reading are occupied with the working out of international directories of experts in these two areas. In 1985, a specific Working Group set up earlier by the Section on Library Theory and Research produced recommendations for the handling of library materials given on loan for exhibitions.[24]

This short overview about the first decade of the Division of Education and Research could only mention the most important parts of its activities. Nevertheless, the results of them speak for themselves and one may hope that also in the coming years the basis provided within IFLA for methodological and educational aspects of librarianship will inspire the international library scene considerably.

1

See IFLA Annual 1977 (1978) pp. 57-58.

2

See, for instance, IFLA Directory 1978, p. 16.

3

See IFLA Directory 1980/81 (1980) p. 19; 1982/83 (1982) p. 24.

4

See for this concept more recently Russell Bowden: Colloquium on the Harmonisation of Education and Training Programmes for Library, Information and Archival Personnel. In: Education for information 5 (1987) No. 2, and also Paul Kaegbein: Aktivitäten der IFLA zur Intensivierung der fachlichen Ausbildung in Entwicklungsländern. In: IFLA Journal 13 (1987) No. 3.

5

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6

Memoria del Seminario Pre-Conferencia IFLA sobre Educación para la Investigación e Investigación para la Educación. Ed. por ALEBCI. Vol. 1.2. Bogotá, D.E. 1983. 332 S.

7

See Russell Bowden: Education for Librarianship at the Grassroots Level: A Report of the IFLA Pre-Conference Seminar, Nairobi, 13-18 August 1984. In: IFLA Journal 11 (1985) pp. 129-133.

8

See Miriam Tees: 1986 IFLA Post-Conference Seminar. Education and Research in Library and Information Science in the Information Age: Means of Modern Technology and Management, Beijing, China, 1-6 September 1986. In: IFLA Journal 13 (1987) pp. 72-75. [Report.] - The English version of the proceedings will be published in the series IFLA Publications.

9

See IFLA Journal 6 (1980) pp. 314-325.

10

See IFLA Journal 7 (1981) pp. 207-209.

11

Also the seminars run by IFLA, FID and Unisist in Austria should be added to them, see IFLA Journal 10 (1984) pp. 95-97.

12

International Guide to Library and Information Science Education. A reference source for educational programs in the information fields world-wide. Ed. by Josephine Riss Fang and Paul Nauta. München: Saur 1985. 537 p. (IFLA Publications. 32.)

13

Standards for library schools, 1976. In: IFLA Journal 2 (1976) pp. 209-223.

14

See Diann D. Rusch: The International Seminar "Book and Library in Society", Radziejowice, Poland, 15-20 June 1980. In: IFLA Journal 6 (1980) pp. 373-379. [Report.] - Książka i biblioteka w społeczeństwie. Materiały miedzynarodowego seminarium Warszawa-Radziejowice, czerwiec 1980. Warszawa:

Biblioteka Narodowa, Instytut Książki i Czytelnictwa 1982. 342 p. [Proceedings.]

15

Değisik Ükelerde Kütüphane öğretimi. (Seminer: 25 Şubat 1982.) Hazurlayan: Meral Alpay. Istanbul 1983. 76 p. [Proceedings.]

16

See Zentralblatt für Bibliothekswesen 97 (1983) pp. 339-352, 389-393.

17

See IFLA Journal 10 (1984) pp. 315-316.

18

See Paul Kaegbein: Research in Library and Information Science Education and Library Sociology. In: IFLA Journal 11 (1985) pp. 261-262.

19

See Paul Kaegbein: Modern Research in Development of Libraries and their Users. In: IFLA Journal 13 (1987) No. 2.

20

See Paul Kaegbein: Library History in East and Middle Europe. In: IFLA Journal 13 (1987) No. 3.

21

See for 1982 D. H. Borchardt: Better journals for the library profession. In: IFLA Journal 9 (1983) pp. 125-131.

22

The manual prepared by Dietrich H. Borchardt with the title "Library journals - how to edit them" shall be published soon.

23

See the selective list in Russell Bowden and Paul Kaegbein: The Activities of the IFLA Division on Education and Research during the years 1979-1983. In: IFLA Journal 10 (1984) pp. 182-187 (Note 29).

24

Marie Thérèse Varlamoff: Projet de recommandations concernant le prêt de documents de bibliothèque aux expositions. In: Bulletin d'informations de l'Association des bibliothécaires français 128 (1985) pp. 15-16.

IFLA GENERAL CONFERENCE, BRIGHTON

Division: Education and Research

Section: RT LIBRARY HISTORY

1987

18-LIBHI-1-E

THE HISTORY OF IFLA AS A RESEARCH THEME : CHALLENGE AND COMMITTMENT

by

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Bibliotheksverband der Deutschen Demokratischen Republik

Berlin, GDR

(Original German text can be found in pre-printed booklet no. 9 THEOR/LIBHI/RTELJ)

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1. The Theme

In 1987 IFLA - the International Federation of Library Associations and Institutions - will celebrate the 60th anniversary of its foundation. Such a jubilee should induce us to consider the history of the organisation and, through an analysis of its development over six decades, to win stimuli for the organisation at present and in the future.

The history of IFLA has hitherto only been researched and publicized in broad outline and trends of development. Meritorious publications such as "IFLA's First Fifty Years"[1], published in 1977 on IFLA's golden jubilee, and the contributions by Peter Havard-Williams[2], Serpil de Costa[3], Robert Vosper[4], Frances Laverne Carroll[5/6], and Margreet Wijnstroom [7/8] are no more (but also no less) than valuable contributions to a comprehensive description of the develoment of IFLA from 1927 to the present day, something which is still lacking.

Such a research project should be for us both a challenge and a committment, and should be tackled as a collective project: the Round Table on Library History should convey suggestions and proposals in this connection to the Executive Board of IFLA. IFLA should, in brief, pay more attention than hitherto to its own history, for who else should do this ?

On the basis of a research project which I began in the past year "The Development of IFLA after the Second World War with Particular Reference to the Cooperation of the Socialist Countries and Relations with UNESCO" , I would like to make some remarks on the development stages of IFLA, and for this purpose select some individual years.

2. The Year of Foundation - 1927

Much has been written about the establishment of IFLA: during the closing session of the annual conference of the "Library Association" in Edinburgh the representatives of 15 national library associations signed a resolution dealing with the establishment of an "International Library and Bibliographical Committee". This was the successful culmination of decades of endeavour by librarians from various contries who were particularly interested in international cooperation; an international organisation had finally seen the light of day, and in 1929 it adopted the present name of IFLA.

It was certainly no coincidence that the 50th Anniversary Conference of the Library Association was the place where IFLA was founded; after all our hosts at this annual IFLA meeting constitute the second-oldest library association in the world, which until this day has been deeply committed to international work. 60 years of IFLA mean at the same time 110 years of the Library Association : our congratulations to our British colleagues!

A decisive factor in the establishment of IFLA was undoubtedly the general political climate after the First World War, a climate marked by the foundation of the League of Nations (1919), its International Committee for Intellectual Cooperation (active from 1922), and the establishment of the International Institute of Intellectual Cooperation (opened in Paris in January 1926). International cooperation, the exchange of opinions and ideas, was the precept of the day; people felt that they had learned the right lesson from the First World War, and set the aim of creating a favourable atmosphere for the peaceful solution of international problems by way of science and the arts.

In its early period IFLA was mainly a European/North American affair. Guests from other parts of the world were rare. Membership grew slowly, but ten years after its foundation IFLA comprised 35 national associations from 25 countries. The tone was set by the representatives of the national libraries and university libraries; it was only in 1932 that the public libraries were hesitantly drawn into IFLA work with the establishment of a sub-committee. As a rule only the official delegates of the member associations came together, seldom more than 50 in number. The Second World War interrupted the development of IFLA, just as it did all other forms of international cooperation. It was an irony of fate that the last IFLA conference in July 1939 was held in the Peace Palace in The Hague, and that the 3rd World Congress of Libraries and Bibliography was scheduled to take place in 1940 in nazi Germany - the country which, only a few weeks after the Hague conference, launched the most destructive war hitherto seen in human history.

3. The Year of the New Start - 1947

Two years after the end of the Second World War - which also damaged many libraries irreparably - 52 delegates from 18 countries met in Oslo to take stock and to revive IFLA. The first preliminary steps in this direction had been taken in 1946, and this work had been facilitated by the fact that the president, M. Godet and the secretary, A.C. Breycha-Vauthier (librarian of the League of Nations and from 1946 head of the UNO library in Geneva) had been able to maintain a minimum of contact from Switzerland during the Second World War.

Decisive for the IFLA meeting in Oslo was the signature of an agreement with UNESCO. This special organisation of the United Nations for education, science and culture had only been

officially established in November 1946, when it had immediately begun to establish contact with the most important non-governmental international organisations in its field. IFLA was one such organisation, and the delegates greeted with great approval the draft agreement presented by E.J. Carter, counsellor for libraries and museums on the UNESCO secretariat in Paris. This laid the foundation for the close cooperation between IFLA and UNESCO over more than 40 years, the importance of which must be repeatedly emphasised today.

The agenda for the IFLA meeting in Oslo included, apart from the election of a new president, the reorganisation of the sub-committees of the association, of which there were now 13. During the discussion the question was raised of a separate sub-committee on library work with children, but despite considerable vocal support a further eight years were to pass until these efforts were crowned with success.

1947 stood for a new start, and even four decades ago it was clear to many librarians: "There was no possibility of just turning the page and continuing our business where we left in 1939. We had to redefine our goals, our terms of reference, our motivation."[9] This was doubtless a correct assessment, though a closer study of IFLA in those years gives the impression that rather a phase of reconstruction had set in, particularly since the number of members increased only slowly and the old structures and modes of work were retained. A typical example here was the Eurocentrism of IFLA, indicated by the fact that until 1967 all IFLA meetings were held in Europe.

4. A "Normal" IFLA Year - 1967

In 1967 the first IFLA conference was held outside Europe; Toronto, the Canadian industrial centre and university city

could welcome over 300 participants. For the second time a general theme had been chosen for the occasion: "Library service for a nation covering a large geographical area", and this was the theme not only for the plenary sessions but also for the open meetings of the sections and committees. A total of 33 delegates came from the socialist countries, including two from the German Democratic Republic: our library association joined IFLA in 1964, the year of its foundation. At this time IFLA comprised 86 associations and 88 associate members (libraries) - this new catagory had been introduced with the revised statutes of 1964.

The growth of the organisation made changes in the mode of work necessary, among them the establishment of a permanent secretariat (1962), the publication of the information bulletin "IFLA News" (also 1962), and in particular the beginning of longer-term planning of IFLA work. 1963 saw the publication of "Libraries in the world", a long-term plan of IFLA which, until the middle of the 1970s, represented the programmatic basis of the Federation, which was on its way to becoming a world organisation. For the first time the attempt was made to integrate the problems of library work in overall socio-political developments and connections, and to describe the most important fields of activity.

Library planning had in general become one of the themes for librarians, decisively influenced by the work of Carlos Victor Penna, who became widely known at the latest in 1967 through his article in the "UNESCO Bulletin for Libraries" [10]. Penna was the official representative of UNESCO at the IFLA meeting in Toronto, where he depicted the new stage in the development of the organisation which, for instance, led to the establishment of a Department of Documentation, Libraries and Archives,

and important fields of work: library planning, standardization and coordinated training. At the same time emphasis was placed on the necessity for closer cooperation between IFLA and the two other non-governmental organisations(NGO) - FID and ICA. It was in 1967 that UNESCO twice invited the secretaries and presidents of the NGOs to Paris for discussions. One of the suggestions made was that representatives of the three organisations should be appointed to the newly-founded International Advisory Committee on Documentation, Libraries and Archives - IACODLA. The committee commenced its activities in autumn 1967 and, parallel to this, work began on the UNISIST programme with the establishment of the UNESCO/ICSU Central Committee on the Feasibility of a World Science Information System.

By 1967 the necessity was becoming apparent of a new and fundamental revision of the programmes, the structure and the mode of work of IFLA. With the transition to the 1970s this led to the formation of a Programme Development Group (1969), the establishment of a permanent secretariat run by Margreet Wijnstroom in The Hague (1971), and the holding of the first IFLA/UNESCO seminar for librarians from developing countries in Liverpool (also in 1971).

5. The "Golden" IFLA Jubilee - 1977

The 50th anniversary of the foundation of IFLA was a welcome opportunity to hold a "World Congress of Librarians" in Brussels in 1977, the fourth such congress since 1927. World Congresses had previously been held in Rome, Florence and Venice (1929), Madrid and Barcelona (1934) and Brussels (1955). The repetition of such a congress in the Belgian capital was mainly aimed at demonstrating the multifold relations between librar-

ianship and education, science and culture. An interesting programme had been carefully prepared, and both prominent guests and the public invited. More than 1700 people came together for the general theme "Libraries for All: One World of Information, Culture and Learning", and received an impression of the "Challenge of the Future" - the motto of the closing session.

IFLA had been well prepared for its jubilee year: after protracted and sometimes very controversial discussions a new statute was adopted in 1976. Important alterations were the introduction of voting rights for institutional members, the new structure of IFLA with its sections as fundamental units and their elected standing committees as basis groups, the establishment of overlapping divisions and the formation of a Professional Board. The new standing committees met for the first time in Brussels and discussed their tasks in implementing the medium-term programme for 1976 - 1980, which had been submitted in January 1976 by the Programme Development Group (PDG) of IFLA headed by C. Reedijk. UBC had been joined by a new and inclusive programme - UAP (Universal Availability of Publications). The members from 102 countries - now 800 in number - could now be kept informed better and more comprehensive on the development of their Federation, thanks to the establishment of a new periodical "IFLA Journal". IFLA had begun its march to new horizons, self-confident and optimistic and ready for the future.

1977 was also a year of important changes and re-structuring in the UNESCO framework. At the 19th General Conference in Nairobi in autumn 1976 Director General M'Bow had submitted a report which explained at length the necessity of coordinating all activities in the field of information. The parallel development

of the programme UNISIST (adopted in 1971) and NATIS (adopted in 1974) had led to duplication of work and to confusion everywhere, particularly in the member states. Thus the establishment of the General Information Programme (PGI) of UNESCO was also welcomed by IFLA : at the same time hard proposals were made for further cooperation.

Thus 1977 was a successful year in the history of IFLA and UNESCO. What are the prospects 10 years later?

6. IFLA (and UNESCO) in Crisis? - 1987

In the year which marks the 60th anniversary of IFLA, librarians from all over the world are coming together in Brighton, well-known seaside resort and conference centre. The general theme of the 53rd Council and General Conference is "Libraries and Information Services in a Changing World". The professional programme announced - the plenary sessions, meetings of the divisions, sections and Round Tables, visits and exhibitions - give promise, as do the cultural and social framework arranged by the British hosts, of an interesting and useful exchange of ideas, opinions and experiences on the present and the future of library and information work. It becomes increasingly plain that the professional discussion takes place in the field of tension between two poles: on one hand the utilisation of modern technologies, and on the other hand the collection and preservation of the cultural heritage of humanity. Libraries and librarians must master both tasks; it is not a question of either/or, but of both this and that.

In the run-up to this IFLA meeting, a "brainstorming session" was held in The Hague, to which Hans-Peter Geh, IFLA president, had invited a working group. This was devoted to the structure,

organisation and management of the professional activities of IFLA. Subjects dealt with included the core programmes, the tasks of the divisions, sections and Round Tables, the role of the Professional Board, and above all financial questions. The report on this meeting begins with the statement that IFLA is in a certain state of crisis: "The expertise is there, but the money to meet the needs of modern librarianship is not there.". Questions of financing have always played a decisive role in the organisation of the professional work of IFLA, but today such questions present themselves more sharply than ever. This is due to the fact of IFLA's character as a world organisation with more than 1200 members in 122 countries, and to the growing interconnection and complexity of library and information work. It is certainly necessary to examine seriously once and again the tasks, the structures and the modes of work, but the baby should not bethrown out with the bathwater - that is to say that trusty past experiences should not be ignored in the search for something new. In UNESCO too there is talk of a crisis as the expression of a worldwide crisis in international multilateral relations, which makes its appearance in particular in the system of the United Nations. Here we have reached the basic questions of the future coexistence of humanity, and the necessity of new modes of thought in the nuclear age. International relations, at all levels and in all fields, cannot prosper on the basis of a policy of power and confrontation; they demand a humanisation, and real confidence between the partners in west and east, north and south. Worldwide reduction and finally the abolition of all arsenals of weaponry is the task up to the end

of our millenium. What sums this would make free for the development of science, culture and education, and thus for libraries too ! All of us can make a contribution to this, naturally with our specific means and opportunities, "to contribute to peace and security by promoting collaboration among the nations" as the constitution of UNESCO states. IFLA will be well advised to continue to foster the cooperation with UNESCO which has developed over four decades.

7. Concluding Remarks

On these pages I have endeavoured to give some account of the history of development of IFLA, and to turn our consideration to the present and the future. Occupation with the history of IFLA is a permanent challenge and obligation for every professional group of IFLA. This history should be written not only from the viewpoint of the Executive Board or the Secretary General, but also from the standpoint of the sections and Round Tables, the member associations and institutions, and of former and present IFLA officers and participants in IFLA meetings. The history of IFLA is composed of many facets, from official reports to personal impressions. Developing consciousness of our own history helps us to solve the problems of today and tomorrow. I extend my congratulations on the 60th birthday of the world organisation of libraries and librarians, and to the many enthusiasts who have made this organisation what it is today.

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IFLA GENERAL CONFERENCE, BRIGHTON

Division: Education and Research

Section:

RT Editors of Library Journals

196-RTELJ-2-E

IFLA and Professional Communication.

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IFLA and Professional Communication.

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Introduction

IFLA is to a large extent concerned with professional communication. Both as an end, a focus of work for many of its members, and as a means, for furthering its goals. At this IFLA meeting in Brighton we can witness most of the different existing kinds of professional communication, from exhibitions through dialogs/discussions to publication.

Professional communication, is, however, not being considered as a general topic within IFLA at the moment. There are within IFLA two groups: the RT on Editors of Library Journals (Div. of Education and Research), and the RT on Management of Library Associations (Div. of Management and Technology), that have an interest in specific instances of professional communication. The IFLA Professional Report 3 on *Poster Sessions in Library Science: Guidelines* by D Schmiedmaier is also an example of a direct involvement in matters of professional communication. (The abridgement *profcom* for the term *professional communication* has been introduced in the rest of this paper because of the frequent use.)

The argument of this paper is that a separate group/forum (ProfCom) within IFLA could make important contributions to improved profcom among librarians by considering and advising on the similarities and differences, advantages and liabilities, of different forms of profcom. An increased involvement in profcom linked to the fact that it is one of the tasks of libraries to take care of the remainders of the profcom of others could also be an opportunity for improving deficiencies in the latter.

Professional communication, some characteristics

Professional means *pertaining to one's profession or calling*. Communication is a vast subject and delimiting it to professional communication makes it only a little more manageable. Further narrowing is needed and the context of IFLA and its objectives are perhaps adequate.
Communication has many dimensions, a few of them are listed below, mainly to further indicate interesting aspects and eliminate others.

The mode of communication can be ostentative (pointing and following), oral (talking and listening), textual (writing and reading), graphic (illustrating and viewing) etc.. Communication can range from informal to formal, it can be one-way as in a speech or interactive as in a conversation, it can be one-to-one, one-to-many, many-to-one and many-to-many, it can be synchronous (simultaneous) as in a discussion, or asynchronous as in an exchange of letters etc.

Profcom of course shares all these characteristics, and includes others not mentioned. Within IFLA as a professional society the main focus of ProfCom should be on communication between colleagues. Internal communication, as a matter of work, within an organization, would, perhaps, be outside the scope of ProfCom although it is an important and legitimate concern of management.

ProfCom would thus largely be concerned with various forms of broadcasting (or narrowcasting as the case may be), the delivery of messages to a group of professionals. Facilitation of informal communication, all the types of communication involving only two people, would, however, be a concern for ProfCom, although the dialogs must be outside the scope.

The problems, and thence the need for considering the area, arise from the abundance of media available, and the enormous volume of "messages" produced, competing for attention. Anyone wanting to reach an audience today faces formidable competition from professional communicators who want the media users to "buy" something, be it the message itself or a product.

Professional communication as a phased process

Another way of structuring and defining tasks for ProfCom would be to regard profcom as a number of related activities or phases in a process: finding the audience, reaching them, telling them, getting feedback, and assessing the communication process.

Finding the professionals

Finding the audience, the professionals, can be done in at least three different ways:

- Through professional associations (and unions?). Usually these are started precisely in order to further common aspirations and to facilitate communication among and to members. Hence the need to start them if there are not any. The establishment and management of professional associations would in this perspective be a concern of ProfCom.
Membership lists (addresses) are needed both for defining the membership and finding the members.

- Through work sites; which is comparatively easy in IFLA's case. Most of the professionals concerned work in libraries but an increasing number are finding (interesting and rewarding?) employment outside libraries. Another matter is the question whether all who work in libraries are potential audience for profcom. Obviously not all of them can be termed professionals in the traditional sense of the word, and that raises some interesting questions concerning para-professionals and their communication needs.

- Through the media they are expected to use, existing or created for that purpose. We are all media consumers and a large number of existing media are already targeted at IFLA's interest group.

Reaching them

Once the audience has been found a number of problems arise: choosing the right media, developing an overall strategy as well as selecting the "right" for a specific item. The choice of the medium is in part dependent on the communication and its type. Different types of communications and a range of choices for each is indicated below :

- news/announcements (letters, newsletters, advertisements, etc.)
- events/activities (meetings, courses, demonstrations, etc.)
- reports/discourses (memos, publications, etc.)
- surveys (questions-answers/opinions/comments, meetings, electronic media)

Telling them

How, not what, is in the focus for profcom. The content, the message, is a separate matter. ProfCom would not be concerned with what to tell, but how to. Selecting

the messages if there is an abundance, is, however, in part a matter of profcom. Using the media, considering the message, in an appropriate way, after having selected the proper media is the main concern.

Form and style, layout, etc. (which depends i.a. on the medium). Teaching the proper use of media and the editing of these, viz. arranging meetings, exhibitions, courses, is the essence of profcom.

Hearing them

Feedback is important if the interest in communication is genuine. How else could one find out if the message has reached its target. Feedback can be both direct and indirect. Direct feedback is manifested as explicit responses to the communication. Indirect feedback could be the lack of response or changes in other responses. Feedback in this sense should be distinguished from the responses to surveys and questionnaires.

It is in the nature of broadcast communication that the direct feedback channels are weak or non-existent and that therefore the only reaction is in indirect feedback, which often is neglected and difficult to interpret when noticed.

Listening to them

It is not enough to hear the response of the audience, it must also be listened to. Too often the interest in feedback is in ascertaining whether the communication has reached its audience, tacitly assuming that the communication thereby also has been listened and heeded to. Listening to the audience implies a discussion, which notoriously is difficult in mass communication.

Assessment

An assessment of profcom can be directed at the whole process and all the channels used, or at a specific type, or even a specific instance. Assessment involves reference to a goal structure, which frequently is neither explicit nor consistent. Assessments, if they are made, are unfortunately usually directed at efficiency rather than effectiveness.

Conclusion

The present RT of Editors of Library Journals, as well as the RT for the Management of Library Associations (Div. of Management and Technology) are thus just two instances of many concerns possible, there might just as well be one for arrangers of meetings, or of courses, etc. Such a proliferation would not be beneficial. The argument of this paper is that it is better to generalize and see professional communication as a broad area which can be considered both as a whole and in part, using working groups to attack specific issues.

The only places for ProfCom in the present structure of IFLA are Divisions VI, Management and Technology, or VII, Education and Research. In choosing between these two it does not seem unreasonable to propose that profcom in a professional society like IFLA can be regarded as means for education in a wide sense (which includes dissemination of the results of research) and that section VII hence would provide a good umbrella. A merge of the RTs mentioned above, an increase in scope and transformation to a working group under Division VII could give ProfCom a flying start.

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BRIEF SUMMARY ON THE BIBLIOTHECOLOGICAL RESEARCHES IN CUBA

MARTA TERRY

Meeting

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This work only deals with some facts regarding the bibliothecological research in Cuba, focusing mainly on 3 institutions which have increasingly developed an outstanding, major, and more completed work on this area, therefore, we deem properly to present them as a pattern for their studying to permit a more complete and detailed view of the bibliothecological research work in our country. There exists many other clearing houses and libraries which follow different research policies of their own, always trying, through the scientific research to get answers to the challenge of the development and in pursuit of the evaluation of new working realities and technologies. The National Library, the Ministry of Health's Scientific and Technical Clearing House, the Institute of Scientific and Technical Documentation's Central Library of Science and Technique (IDICT), the Ministry of Education's Center for Pedagogical Documentation, among others, are to be highlighted on this kind of research.

The planified development of science and technique in terms of social progress: adequate promotion of the fundamental an applied research, stressing mainly on the applied ones to solve the inmediate problems of the country's development, the transfer and the asimilation of technology; the swift introduction of the results of research into the production and the services, and the progressive strengthening on the technical-scientific potential, based on Cuba's technical-scientific linebase policy are expressed on the Thesis and Resolutions of the First Congress of the Cuban Comunist Party:(1) Based on those principles, the research policy of the country is developed, being part and parcel of this latter "the scientific research on the activities of Cuban public libraries structured organically within themes and problems approved by the Cuban Academy of Science"(2) Starting from the linebase and principles mentioned above which became true through the policies stated by the different Party Congresses.

The Methodological factors for the study of funds and the organization of its acquisition in Cuban public libraries are considered as part of the Main Problems of the Social Sciences known as Fundamental Linebase of the cultural work. That consideration constitutes one of the tasks of that problem in charge of the Ministry of Culture's Direction of Libraries

and is made up by the issue known as Perfectioning of bibliothecological process, which is divided into the following issues: user's category and profile.

Selection and Adquisition of documents, application of the USSR's biblioteco-bibliographic clasification; automation of bibliographic processes; preservation of the bibliographic heritage and updating and re-qualification of cadres.

During the 1981 five-year plan these subjects were worked out and the following results were quantitatively obtained:

SCOPE

Results	Funds	Bibliographic heritage	Library Processes	Work With Users	Organization of work	Automation	Qualification
Study Methods	1	1		2			
Legislation	1						
Standardization	1	1					
Methodologies	1	1	1	1		2	
Linebase of work	1			1			
Ways to qualification							10
Measuring Plans	48	8	65	—	19	—	—
	53	11	66	4	19	2	10

The results are arranged also into two categories: in the one hand, those which can be generalized to the level of the national system of public libraries under the form of: methods of studies, laws, rules, standards, methodologies, linebase of works and ways to qualification; and, by the other hand, those which are to be applied under the specific conditions of every institution. These latter are arranged in the table under the nomination of "Measuring plans" and their purpose is to modify the specific activity of every library according to the conclusions obtained in the studies and researchs carried out by the institution, which will be based

upon the methods determined for every kind of work and, within the framework of the guiding documents that have been prepared, as a result of the very research at a national level by the forementioned Direction of Libraries.

Currently, the researches on the trends to be presented over the reading dinamics, on the profiles of the demands of the most outstanding readers, on the formation of funds, on the meeting of the desiderata and on the importance of qualification on the library work, are being followed.

Moreover, the study of the content, role, place, and volumen of the functions which compose the system of the library's scientific direction has already started; as well as, that of the economic factors of the library work; in the first place, the overall costs (costs by services), and the specific and particular costs (cost by functions, and by the product of every function), also the fectiveness of the methods, and way of working with the readers through the oral promotion activities of collective reading. The outcome of the results reached in 1986 has been analized during the scientific events of the public libraries scheduled for 1987.

This series of researches is organized into two main issues, one is being overseen and supervised by the Cuban Academy of Sciences, and the other, being the compte rendu level the Cultural Research Division of the Minister of Culture.

The first one called "Direction of Library and Guide for Reading" is led by the Direction of Library of the Ministry of Culture, however, having as co-executors the Direction of Scientific and Technical Information of the University of Havana, and the pronvincial libraries of Cienfuegos and Sancti Spíritus. The second which is called Library Trends 1986-1990 is led by the National Library José Martí backed by the provincial libraries of Ciudad de La Habana, Villa Clara and Camagüey as co-executors.

Furthermore is worth pointing out that, working in colaboration with other socialist countries, Cuba has actively worked on researches refered to reading problems in those countries, as well as, on the study of the exchange relationship between the national libraries and the composition of the funds of all those institutions. Currently, in colaboration with the Socialist Republic of Checoslovaquia a research is being carried out on the interaction of interlibrary lending and the international exchange among the national libraries of the countries member of CMEA.

However, all the researches on the field of bibliothecology, and within

other fields too, are not within the framework of the National Plan of Research; the institutions, universities etc. may carry out as many researches as they consider necessary for their own development. Among these lines, those carried by the Scientific-Technical Information Division of University of Havana, are properly within the field of bibliothecology.

"The works of research and development in the bibliothecological and the scientific-informative field started in the University of Havana in 1972. On this stage, all the works were directed toward the solution of technical problems which affected the development of this activity in the institution" (3)

The first results obtained for the solution of such problems were: the elaboration of the "Tesauro de Agroinformación, also the elaboration of a printed union catalog of scietific-technical periodicals; there also followed the accomplishments of bibliometrics studies on the specialties of virology and tropical medicine; the design of a storage and retrieval system for non-published documents, the design of a centralized cataloguing system; the carrying into effect of studies of methodological character for the organization of the technical process and that of service-rendering.

These latter were basical to the "Manual de Normas y Procedimientos" (Handbook of Standards an Proceedings) which currently rules this activity in the centers of higher education.

In 1978 the Network of Sicientific-Technical Information Centers of the Ministry of Higher Education is put into effect and the University of Havana is appointed as the main link of that network. From that moment on, the research and development work in the University ceased to have a limited local range to become a nation-wide, solution-finding drive, capable of solving the major problems in the Ministry of Higher Education. Many of the first obtained results were re-created through developmental efforts to achieve their application in the other centers of higher education.

In 1981 a sectorial research on theory and practique of the scientific-technical information is being carried out. Many and different centers of higher education participated in this research, for instance: University of Las Villas, Instituto Superior Politécnico José Antonio Echevarría, Centro Universitario de Pinar del Río, and, Oriente University.

The University of Havana, along with the Scientific-Technical Information Division of the Ministry of Higher Education, defined the guiding and

the scientific-technical objetives for the research work, and the main research guidelines to follow were also established.

Research on Users. Since 1980 several researches on the behaviour of teachers and students, as users of the informative services, are being carried out. Through the results obtained it has been proven that to increase the utilization of the services a great deal of knowlwdge of the information retrieval techniques is required on the part of students and professor. This knowlwdge may be acquired through basic courses in the teacher's training faculties and through post-graduate course for all the centers.

On the other hand, some researches on the citation studies of the articles published by professors on the University's journals, were carried into effect, to determine the kind of documents more demanded, country of origin, and updating level.

These researches are divided into three objects: Analysis of the informative demands, profiles of interest and citation analysis.

Creation and Improvement of the Manual and Automated Informative Services

In this sense, some automated pilot projects were completed, and some other researches and studies such as: Manual Service Organization, Funds Acquisition, Determination of Methods of Service Evaluation and Utilization of Bibliographic Funds, are being accomplished by employing electronic and automated techiques.

Resulting from this work a printed union catalog of scientific-technical an periodical publications was elaborated. This latter includes all the collection of journals in the holdings of the higher education centers. A printed catalog of Cuban and Latin American rare and valuable books of the University's Central Library "Ruben Martínez Villena" is also created.

Elaboration of Controlled Vocabulary for the Special Subjects and Assignments of Higher Education.

The researches on controlled vocabularies constitutes the foundation for the creation and development of automated information store and retrieval systems, hence these researches are given an special attention and are always a permanent researching line. In 1983 a thesaurus on higher education and a rubricator on this subject were terminated. They have already concluded different controlled vocabularies on top-priority subjects such as genetics,

bio-chemistry, Marxist-Leninist philosophy, automation mathematics, and scientific and technical information. Currently, they are working on the zoology, botanics, law, and linguistics vocabularies. Professors of different subjects take an active part on these researches.

Bibliometrical Research: These studies are being accomplished to determine the main sources of information. Pilot studies on botanics, physics, mathematics, law, geography, psichology, and higher education have been carried out too as well as some other studies on foodstuffs, genetics, and Scientific and technical information.

Studies on the formal and technical aspects of the scientific journals as an information Media.

Since 1982 they started working on the introduction of some aspects for the technical and formal improvement of the scientific journals published by the University of Havana. These modifications are comprehended into the Plan of Publishing Improvement of the University of Havana, which has been structured after first results of the research of the especialists belonging to the Publishing Division of this center. One of these modifications consisted on the changing of the format of the scientific journal as well as on the shiftings of the proceeding and process of the publishing work, also a considerable saving of paper and an increase of the work productivity was attained.

Because the wide scope of this research work it should continue permanently during the present five-year plan.

In the case of the La Educación Superior Contemporánea journal, which is translated from Russian language into Spanish in the University of Havana, they have been working simultaneously in a glossary of terms related with the higher education. Some of the results obtained in these researches have been published in Cuban and foreign journals and have, nonetheless, been applied in the scientific informative work of the University o Havana and in other higher education centers of the country.

Likewise, development scientific works, intended to the betterment of the scientific-informative activity, and to the technical improvement of the participants are being permanently accomplished. Among these work we can find: Creation and Updating of bibliographic data base; Updating of informative search languages; Accomplishment of subject matter and bibliographic research, Statistic control automated systems (plan control,

purchasings, and using frequency of periodicals) among others. Generations of automated bibliographic index; Updating of the non-published document system; Updating of the Book Union Catalog; Study on funds acquisition and balance of the collections.

Even though in Cuba exists several universities and centers of higher education, only the university of Havana is responsible of training professionals in bibliotecology and in the scientific and technical information.

These studies are organized by the Scientific and Technical Information Division of the Faculty of Arts and Letters of the said university. Within the 1986-1990 five-year plan of the Scientific and Technical Information Division is intended do work on the following main issues: a) Documentary information systems, b) Technique and services of documentary information, c) Studies of clearing houses, libraries, archives and training of cadres for those institutions; d) Analytic-syntetical process of the information.

Within the first issue the introduction of the CDS/ISIS will be studied among the subjects and assingments of the Programs of studies of the specific discipline; whereas within the second issue we will be finding the study of the research techniques in the scientific and technical, and bibliothecological information with the goal of achieving the correct interrelationship among the general and the particular aspects of the subject matter which is being analized, the general and the particular methods of its study, the right content instrumentation in the discipline's course programs.

Another goal of the five-year research plan is the analysis and the evaluation of the Cuban reference works to improve them over scientific foundations, in a like manner the contents and the different ways of teaching the schedules and programs of the reference discipline. The third objetive of the five-year research plan is the determination of the informative value of the Cuban National Bibliography.

The issue Study of the clearing houeses, libraries, archive and cadre training focuses on the formulation of contents to guarantee the systematic development and improvement of cadre training for higher education, on the branch of Scientific-technical Information, Bibliotecology and Archivology, taking into account the national needs and the international trends. Another objective is the foundation of the theoretical-methodological and historical-organizative aspects over the scientific-informative, bibliothecal, and archivistic activity that contributes to strengten its institutional attitude.

On the issue Procesamiento analitico sintético de la informacion (Analytic synthetical information processing) the following results are likely to be obtained: the development of methods of automatic abstracting in Spainish and Russian, the analysis and adaptation of the Social Sciencies classes of the clasification BBK, a deepening into the study of the current national and international standards for the analitic and synthetical information processing.

As a result of this researches; articles, texts, recomendations of applications and studies on factibility, could be obtained.

In former research plans, other issues have been discussed having culminated in the making of textbooks for almost all the assignments and subjects of the current plan of study, works and articles for scientific events and journals, works of diplomas, tutored by professors and specialists from several libraries and clearing houses, carried out by pupils from this course as a graduation mandatory exercise. Adjoined to this text we enclose herewith a selection, listed by years, of the titles of some of those works which were rated the highest grades between 1982 and 1986.

The research and scientific work, some which results we have discussed here, has been carried out with limited resources, struggling against the inherited under-development plight, amidst a strong politic-economical blockade, which includes also hampering of the free flux of information, and this has been for almost 30 years now. We think that this work might serve as a guideline for other countries enduring a developmental conditions similar to ours. However, we are aware that this work is far from being perfect; therefore, we are very interested in taking any advice from those countries with far wider development than ours which might help us to improve our work in the field of the bibliothecological research.

A N N E X

Works of Diploma realized in the Scientific-Technical Information and Bibliothecology Division of the University of Havana.

1982

Author	Title	Tutor
Dip. Aranda, Maida	Formatos bibliográficos: elementos y tendencias hacia un formato común.	Ing. Carlos Newton Díaz
Hernández Torrijo, Ma. del Carmen	La biblioteca de la Casa de las Américas: apuntes para su historia.	Dra. Marta Terry González
Mesa León, Marisol	Estudio de la revista "Agrotecnia de Cuba": análisis temático y bibliográfico.	Lic. Bertha Pérez P.
Núñez Fernández, Maira	Historia de la biblioteca de la Sociedad Económica de Amigos del País de La Habana.	Lic. Radamés Linares
Ramos Rodríguez, Ela C.	Procesamiento automatizado de ficheros	Lic. María Teresa Cabada
Travieso García, Lourdes	El canje, su utilidad y aplicación en el ámbito nacional.	Lic. Emilio Setién Quesada
Zorrilla Aguila, Maritza	Estudio de usuarios de la biblioteca José A. Echeverría de la Casa de las Américas.	Dra. Marta Terry González Lic. Dámasa Reyes Rolando

1983

Beltrán Camejo, Mirta	Proyecto de libro de texto de clasificación para técnicos medios en bibliotecas	Lic. Adelina López Llerandi
Bermejo, Rosa	Análisis del comportamiento de las revistas primarias cubanas sobre ciencias sociales durante el período de 1959-1981.	Lic. Libertad Fernández

Chaviano Gómez de la Maza, Orlando	Primera aproximación de estudio de los factores que inciden en la preferencia de los usuarios de las bibliotecas públicas por la lectura de novelas.	Lic. Cila Delia Pentón
Blanco González, Ida	Proyecto de rubricador en rama educación.	Lic. Pilar Grafton Horta
Díaz Cardoso, Caridad	Información y proceso de dirección	Lic. Orlando Carnota
García Cacio, Pedro	Estudio preliminar sobre las bases para crear un sistema de servicios bibliotecarios para impedidos físicos-motores.	Lic. Emilio Setién Quesada
Hernández López, María Teresa	La clasificación biblioteco-bibliográfica de la URSS	Lic. Juana María Mesa de León
Pimienta Ocampo, Berta	Frecuencia de los términos de traducción automática.	Lic. Graciela Maldonado
Ramírez Mas, Otmara y Juan C. García Rodríguez	Teleprensa: un sistema automatizado para televidentes.	Lic. Jorge Armando Santamaría Baños
Rossi Pichardo, Rosa A.	Caracterización de directorios industriales afines a las ciencias biológicas y médicas como fuentes de referencia para la selección de catálogos industriales.	Lic. Humberto Arango
Rodríguez Ramos, Antonio	Estudio de la literatura sobre la agro-industria azucarera, a partir del análisis de la referativa "Sugar Industry Abstracts" 1981.	Lic. Antonio Ricardo Santiesteban
1984		
Borrajo Garit, Ohilda	Indice analítico de la revista Ventana.	Dra. Marta Terry González

Arpa Gómez, Isabel Ma.	Los servicios informativos en las bibliotecas escolares.	Lic. Mirta Botana
Miranda Despaigne, Nora	Análisis de la información científica que utilizan los profesores de la Universidad de La Habana en la revista "Investigación operacional".	Lic. Nora Delgado Torres
Ferriol Mestre, Francisca	Elementos para precisar la estrategia hasta el año 2 000 en las bibliotecas públicas de Marianao.	Lic. Emilio Setién Quesada
Muñiz Sánchez, Rosa María	Experiencia sobre la construcción de tesauros de búsqueda informativa en Cuba.	Lic. Silvia López Veulens
Rodríguez Martín, Alina /y otros/	Análisis, proyección y desarrollo del sistema de selección y adquisición de la DICT-UH.	Lic. Eberto Castillo B.
Rodríguez González, Rosa	Experiencia en la confección de un vocabulario controlado para la especialidad de ICT-B en la Universidad de La Habana.	Lic. Dolores Delgado
Rubiel Díaz, Miriam	Los servicios de información en las bibliotecas públicas y su importancia en el hábito de la lectura.	Lic. Mirta Botana
Sánchez García, Lilia Ma.	La biblioteca del Lyceum.	Dra. Marta Terry González
Villaverde Fernández, Tania	Análisis preliminar del compartimiento del servicio automatizado de DSI del IDICT.	Lic. Gilberto R. Sotolongo Aguiar
Mieres Valladares, Lilian	Algunas consideraciones sobre la interrelación textual o coherente del texto.	Lic. María Teresa Cabada

Gándara Arieta, Anaís	Estudio comparativo de la literatura sobre pastos y forrajes publicada en Cuba y Australia.	Lic. Marta Quiñones A.
1986		
Martínez García, Sara	El fondo bibliográfico de la biblioteca José A. Echeverría: algunos aspectos de su utilización.	Lic. Dámasa Reyes Rolando
González Guitian, Ma. Virginia	Evaluación informétrica del flujo informacional sobre dispositivas y superconductores.	Lic. Melvin Morales
Alfonso Causo, Aixa	La investigación de patentes en la puesta en práctica de las invenciones nacionales y extranjeras.	Lic. América Santos
Arencibia Mendoza, Rosa Ma.	Léxico básico sobre recración.	Lic. Silvia López Veulens
Bridón Calzado, Guadalupe	Estado actual de la documentación secundaria en ciencias sociales registradas en algunos órganos de información de nuestro país.	Lic. Radamés Linares
Cárdenas Izquierdo, Loreta	Análisis orales de promoción de la lectura.	Lic. Emilio Setién Quesada
Ramos Roque, Coinda Mavilis	Análisis y comparación de la estructura de las secciones del rubricador del SNCT con los esquemas tipos correspondientes.	Lic. María Dolores Viscaya
Villar de Francos Alvarez, Ma. del Carmen	Estado del servicio de referencia en las provincias Ciudad Habana y La Habana: estudio introductorio.	Dra. Marta Terry González
Escobar Carballal, Sarah	El sistema de dirección de la biblioteca Rubén Martínez Villena de Ciudad de La Habana.	Lic. Emilio Setién Quesada

Cabrera Fecundo, Ana Margarita	Estudio informétrico de los aspectos sociopsicológicos de la información documentaria en la revista Library and Information Science Abstract (LISA)	Lic. Ysrael Núñez
Montpeller Velázquez, María del C.	Servicio de Información factográfica para la rama agropecuaria.	Ing. Marta Quiñones
Pedro Rivero, Dania	Análisis del comportamiento de la revista cubana más significativa sobre ciencias sociales y humanidades durante el período 1940-1958.	Lic. Radamés Linares
Breijo Ferregurt, Dianolys	Principales indicadores ciencio-métricos en el flujo de información reumatológica.	Lic. Ignacio García
Aja Quiroga, Lourdes	Estudio sobre el uso de la información científica en un hospital clínico-quirúrgico docente.	Lic. Miguel Jiménez

Calvet Irribarren, Vivian	Experiencias en la elaboración de vocabularios controlados de la especialidad de Bioquímica y Genética.	Lic. Dolores Delgado
Machin Alvarez, Ada	Estudio de factibilidad para la creación del servicio de DSI en el Centro Nacional de Información de Ciencias Médicas.	Dra. Daysi del Valle
Figueroa Evans, Mercedes	El hábito de la lectura y su promoción en bibliotecas escolares.	Lic. Mirta Botana
Fernández, Argelia y Teresa Santana	Implementación de un sistema de búsqueda retrospectiva.	Ing. Carlos Newton Díaz
Drake Díaz, María Cristina	La normalización de la actividad científico informativa.	Lic. Roberto Pérez León
Dalmans Muguercia, Adis	Métodos de extractación automática.	Lic. María Teresa Cabada
Martínez, Mirta	Ensayistas puertorriqueños: biobibliografía.	Lic. Emilio J. Rodríguez
Rodríguez, Sandra	Análisis de la producción científica sobre los aspectos sociopsicológicos de la información documentaria.	Lic. Ysrael Núñez
Velázquez, Nancy	Fondo de música latinoamericana y caribeña de las Américas: discografía.	Lic. Dámasa Reyes Rolando
1985		
González Rodríguez, Maritza	Indice de la revista "Ventana": Barricada cultural.	Dra. Marta Terry González
Fernández Aquino, Lilia /y otros/	Aseguramiento lingüístico de un sistema de búsqueda informativa automatizado.	Lic. Teresita Rodríguez R.

IFLA GENERAL CONFERENCE, BRIGHTON

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Education and Research in Preservation and Conservation

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Boston, USA

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EDUCATION AND RESEARCH IN PRESERVATION AND CONSERVATION

Josephine Riss Fang
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I was asked to give a brief talk on the topic of education and research in preservation conservation. To give justice to this increasingly important topic which has found international recognition as one of IFLA's Core Programmes, is almost an impossible task and would require a much longer lecture. I will try to give a brief overview of some current developments.

The concern with conservation has been with us since the beginning of time, since language has been fixed in some tangible format. Experts, conservators, curators, and museologists have been specializing in preserving our heritage. But it was not until later in this century that libraries and archivists generally became aware of the disastrous effects of deterioration of our material, and the concern with preserving our heritage has gradually become part of our education and training in library schools. Our profession has to face the "conservation challenge" and is called upon to find the means to solve problems and make far-reaching decisions.

As an educator, I had been introduced to this topic some twenty years ago, at a time when conservation/preservation was unheard of in our curricula. The pressures of reality have dramatically changed the situation. The educators and conservators have begun to work together, to identify each other's needs and how to meet them for the best

results. Both groups have to cooperate for fruitful results. The educator has to identify the needs of an administrator who is in charge of collections of materials and has to know what his/her options are in order to make meaningful decisions, and the conservator has the technical training and expertise to help the administrators in coping with the situation. Much research is needed in almost all areas of conservation and collection maintenance. Research and education are difficult to separate, since they are ultimately linked. Enlightened education in preservation is not possible without awareness of ongoing research, and research has to keep up with the problems in libraries and archives.

In a recent issue of The Abbey Newsletter ("Student Theses ...") some of the research needs in library and archival conservation were cited.

1. Testing of materials in conservation; quality control
2. Effective and economical methods of mass treatment for paper-based material
3. Develop new procedures and methods
4. More research in conservation science
5. Establish relative importance of different causes of deterioration
6. Research on testing methods and materials testing
7. Develop workshops (i.e., treatment lab); analytical methods
8. Find methods of preserving audio-visual materials and photocopies
9. More applied research on the deterioration and preservation of materials
10. Test and evaluate materials of current and potential use

We should add to these and other areas of material research another aspect which has become increasingly important, that is, preventitive measures before the damage has been done in order to delay the deterioration of materials. There are furthermore many disturbing questions of issues of selecting materials for preservation and which criteria to use. Preservation today is considered part of Collection Management.

The literature has dramatically increased in the past few years and while years ago as a teacher one had to search for reading material that students could understand and relate to, today conservation has become popularized with an abundance of articles from newspapers to general magazines.

In most countries research is centralized mostly at specialized conservation facilities, often under the auspices of the national libraries or large universities who are in a position to support theoretical and applied research projects.

In this respect, IFLA can play an important role in the furthering of research projects and in disseminating results. For instance, following an International Seminar sponsored by the Section on Library Schools last April in Vienna, a Working Group was established, jointly with the Section on Conservation, whose charge is to help develop guidelines for the teaching of conservation for librarians, archivists and information scientists. This Working Group has its first joint meeting here in Brighton and faces great challenges in this pioneering

effort. Preservation is still far too remote from the mainstream of curricula all over the world. It should become an integral part of all professional training in the information fields in order to preserve information and knowledge in whatever medium it is recorded.

The Working Group hsa the task to develop guidelines that can be meaningful both to the highly developed and developing countries, whose needs differ greatly. We have to give our profession the help to identify these needs and find methods to meet them. There are many areas where preservation education needs further support and research. With the emphasis on management aspects, we regard conservation as part of library management tasks, affecting all facets of library/archives.

Another important area is the development of standards - only with proper standards can high quality be assured. Standards for instruction, for instructors - both on the theoretical and applied level. Conservation cannot be taught in isolation, it is linked to a respect for cultural responsibility. These principles should be re-emphasized in our library school education. We may have been inclined to pay more attention to developing technological skills than teaching the value of our collections.

To cooperate internationally we need further research and agreements on terminology that is acceptable to us all - to develop a glossary of definitions seems a very much needed project. More and more countries have formed groups dealing with conservation/preservation within their established organizations and are carrying out a number of interesting

activities. IFLA can play an active role in encouraging such national developments, as well as support the development and adoption of standards.

I am afraid this has been a rather sketchy picture of recent developments. In the Bibliography attached to my paper I have attempted to give you some of the more recent and useful sources on the topic. I hope this will stimulate you to inform yourself much more in-depth of ongoing research and educational activities. It seems there is hardly any other area in our profession where international cooperation is so greatly needed and can bring fruitful results. There are no language barriers as to material deteriorating with such alarming speed under our care. I hope IFLA will become a dynamic leading force in furthering international cooperation in conservation.

Josephine Riss Fang

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"Student Theses to be made Available Worldwide," The Abbey Newsletter. 11 (1987):33.

Josephine Fang

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195-THEOR-5-E

Computer Networks as a Publication Medium?
Implications for Libraries.

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Computer Networks as a Publication Medium?
Implications for Libraries.

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Introduction

Networks for computer communication have grown rapidly and are today regularly used (as a complementary alternative to the traditional means: meeting, telephone, letters, publication) by perhaps two million people for communicating with each other.

Computer networks, as they will for briefness be called, offer several different types of services: electronic mail, file transfer, remote command execution, remote login, computer conferencing. The interest in this paper is not information processing services but the uses of computer networks for various forms of communication, computer mediated communication. Interpersonal communication, one-to-one and one-to-many(specified) are also outside the scope of the paper. The attention is on the uses which partake in many of the characteristics of publications. New types of publications seem to be emerging and the question is whether libraries should be concerned by these developments. The question would, however, not be raised if the answer was believed to be negative.

Communication services in computer networks

Two general facilities:

- word processing, which uses and produces a digital version of the text, and
- transfer, based on the telephony network, of these digital texts

are the bases for the services in computer networks

The first service, from which the others have evolved, is netmail or electronic mail - e-mail. E-mail service originated, and still is popular, as a service for users on one computer. E-mail has many similarities to ordinary mail. The message is transferred in an envelope which indicates the receiver and the sender. The envelope is handled by mailer daemons that route it onward. Usually the envelope and message are delivered to a mailbox, since the user might not be available at arrival.

The easy replication of digital text and a corresponding ease for passing on messages have led to the next service: mailgroups. In mailgroups, or newsgroups, the message is not addressed to a specific person but to a mailbox. The contents of the mailbox are then distributed to the mailgroup - all who have indicated an interest in the messages addressed to the mailbox (subscribed to it). Each such mailbox and corresponding mailgroup is usually dedicated to a specific topic or subject, ranging from compiler construction to pets and pet care.
The readership is unknown to the sender, the messages can be distributed as they arrive or be collected and distributed in packages. Sometimes there is a moderator/"editor", a person who filters out duplicate submissions or may in some cases reject objectional items. Actual editing is done in some cases.

If the contents of the mailbox is not actively distributed but is available in a computer, to "anyone" who connects to it, then we have a bulletin board system - BBS. A BBS is a database of messages, and the messages can usually, as the name indicates, be posted and read by anyone. A message can, however, also be left for a specific user, who then is the only one able to read it. BBSs have become very popular among owners of personal computers One major area of use for BBSs is up- and downloading of public domain software. Examples of commercial BBSs are THE SOURCE and CompuServe.

BBSs are examples of computer conferencing systems, tools for communication within a group of people, providing an environment similar to task groups. The name derives from the attempt originally to create a computerized version of the "conference call" on telephone. A typical computer conferencing system has a number of conferences going on. Each conference is made up of a set of members and a sequence of messages. Usually there is for each member a *conference marker* that indicates what they have read so far. Some systems provide special facilities like voting, scheduling meetings, joint production of texts, etc.

Advantages and problems of computer networks

Some of the advantages of computer networks are:
- Speed, they are relatively fast, not "instantaneous", as the phone, but much quicker than ordinary mail, delivery is mostly in minutes or hours, seldom in more than a few days.
- Convenience, e.g. a reply/comment facility eliminates the need to write the name/address, the messages can easily be stored, copied, forwarded etc.
- Informal character, between phone and mail.
- Reliability. but problems exist, messages get lost, in transmission or in systems that have problems.
- Asynchronous mode, the elimination of restrictions on space and time for interactive communication. (The phone eliminated the need for being in the same place to talk to someone, but you still have to be at the same time. Many studies show that only a small proportion of the calls made today result in contact.) With computer networks we get speed while eliminating the need for being in the same time.
- Text base, the message, and the response can be direct, or studied in detail.

Some of the problems are:
- The need for equipment, for the users (terminals) and for their institution (mailboxes, lines etc.).
- Uncertainty, did the message get through? Receipt of the message is usually not acknowledged automatically.
- Naming, addressing and routing, the different networks use different conventions.
- Lack of (printed) directories, who is on which system?
- Differing capabilities and command structures
- Cost, if you have to pay yourself.

Some figures on size and volume

There are many, widely different computer networks. Together these form a *metanetwork* that sometimes is called Worldnet. A recent article (1) on notable computer networks tabulates some data collected about 30 notable networks. They range in size from 6 hosts (computers) to 10 000 + .
Another way of measuring size is to count the number of users, 200 000 being the estimated number for UUCP news, the network with the largest number.

Attempts at analyzing the flow on these networks have been made, computers can, and do keep track of what they do, but problems abound, viz what to measure and the meaning of the measures.
Some figures are available from the Network Measurement Project (2) which studies USENET, a worldwide BBS that has ca. 290 newsgroups. The number of sites that have posted a message on USENET in a year is ca. 6 800. The number of users on these sites is estimated to be 1 015 000, but the number of readers of USENET among these users is estimated at 200 000. The average number of messages per day is ca. 1 000, with an average total volume of ca. 2 Mbytes per day. The newsgroup with the highest traffic volume (comp.sys.amiga) distributed in May 3 000 messages, totalling 70 Kbytes, to 900 readers.

Both professional **and** recreational material is communicated, 40 of the 290 newsgroups on USENET are social/recreational.

Are these uses of computer networks publication?

Does the use of the services outlined above constitute publication? Publication has two meanings: the action of making publicly known, and the issuing, or offering to the public, of a book, map, piece of music, etc. It also designates a work published. Publish has very similar meanings: to make publicly or generally known, to issue or cause to be issued for sale to the public, and to make generally accessible or available, to place before or offer to the public.

Discussed in these general terms it seems that distinction is whether the service is one-to-many, with the many unspecified and open.

E-mail is usually one-to-one, point-to-point, but sending the same message to several (specified) recipients is accomplished simply by including them on the envelope. Ordinary e-mail is thus a service for personal communication, it corresponds quite closely to ordinary letters and does not have any publication characteristics.

Mailgroups are many-to-many (or broadcasting) media. Anyone can usually ask to be added to a mailgroup, and will usually be so. Mailgroups therefore seem to correspond closely to traditional serial publications like newspapers and newsletters. Sending an item to a mailgroup seems to correspond to having it published in a serial or periodical.

BBSs and computer conferencing system, to the extent that they are available to the public, can be likened to publishers (one whose business is the issuing of books, periodicals, music, etc., as the agent of the author or owner; one who produces copies of such works, and distributes them). Using an existing and open BBS or computer conference seems to correspond to writing a letter to a publisher and having it published. Starting a BBS or a computer conference would correspond to starting a publication.

There is among users of computer mediated communication systems awareness of these aspects. In a manual on the use of USENET (3) it is admonished that posting something on USENET puts it in the public domain, and that to post other people's work without permission could be infringement of copyright.

Implications for libraries

Should libraries and librarians care about yet another medium? An argument for doing so is that libraries are the social institutions we have that collect, organize, store and provide access to publications. An argument against could be that libraries are only concerned with printed publications.

A negative answer implies by default either that someone else should do it, or that it is not worth doing. But even a library adopting a negative stance will face users who ask them for help in getting a copy of e.g. the second item in the list of references below, and such references will become more frequent.

All the (forseeable) implications for libraries are too many to list and discuss here. Some longer range and some immediate are noted as examples.

A library without a collection of physical objects, publications, in a building has hitherto been inconceivable, a contradiction in terms. The first step in this direction has, nevertheless, been taken in the use of information services like Dialog, the second step, following from the first, was the use of document delivery services, and the third might be the use of computer networks for access to "their publications". Could we then, eventually, have "libraries" that have no physical collections of their own, but still provide their users with access to/copies of most of the "publications" they request? What would distinguish such a "library" from a "bookshop"?

Text, perhaps with simple graphics, is at present the only mode available now . The next step is multi-media messages. A multi-media document might contain text, graphics, pictures, blinking or animated items, a voice message that can be activated, etc.. Multi-media data bases and mail systems, capitalizing on the capabilities of advanced workstations, are being developed and tested.

Other types of electronic publications are also in use or under development, software, electronic encyclopedias, games and interactive fiction, hypertext and hypermedia, expert systems. Many of them are, however, in the hands of or channelled through traditional publishing and thence being packaged as "objects" for sale, which the computer network publications are not at present.

The inclusion of ISBN etc. and cataloging in publication data in traditional publications are the results of efforts from the library world to ease or eliminate some of the problems of bibliographic control. The new types of publications are still developing, should not similar attempts be made to ease or solve problems that can be foreseen.

The long term archival storage of electronic publications has scarcely been discussed. All electronic storage media deteriorate rather rapidly and a fate similar to that for cellulose based paper, aggravated by the rapid technological development which makes yesterday's equipment and media obsolete, is a not wholly unrealistic prospect.

Some of the immediate concerns are e.g.: definitions (what would, if any, correspond to a monograph?), bibliographic description and control (how should one refer to them, should they be included in subject bibliographies, in national bibliographies?), the applicability of laws on national deposit copies.

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